

OUTLINES OF STUDY

Advanced
Normal Course

CHARLES H. CLARKE, M.A.

THE HOME
CORRESPONDENCE SCHOOL

LB

1609

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Advanced NORMAL COURSE *Syllabus*

Outlines of Study in



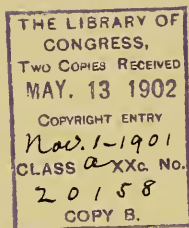
HIGHER Arithmetic, Physi-
ography, Technical Grammar
Civics, Composition & Rhet-
oric, United States History
Science & Art of Teaching
& History of Pedagogy

By Prof. Charles H. Clemmer, M. A.

*Yale University; National Normal; Superintendent of Public Instruc-
tion, Scott County, Iowa; Superintendent City Schools, Grand
Forks, N. D.; State Institute Conductor; Second Vice-
President, N. E. A.; Manager National and Michigan
Correspondence Schools, Fenton, Michigan.*

THE HOME CORRESPONDENCE
SCHOOL, *SPRINGFIELD, MASS*

N i n e t e e n H u n d r e d a n d O n e



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To the Student.

THESE syllabi consist of three parts : (a) outlines and helps in study, (b) practical suggestions, (c) critical and searching questions on the lessons. . With the aid of (a) and (b) and text-books, you will prepare lessons as guided by (c), and forward all work for correction and criticism. After examination, your papers will be returned with such corrections, criticisms, and helpful suggestions as may appear necessary.

While students are privileged to send lessons at their convenience, they are urged to work according to a definite study program.

In preparing lessons, no particular text-books are required. Students are advised to secure the best, but they may use any that are obtainable. A list of text-books recommended accompanies each syllabus. These books can be purchased direct from the publishers or they will be mailed from our office upon receipt of the price.

THE HOME CORRESPONDENCE SCHOOL,
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HIGHER ARITHMETIC.

Text-books recommended for study or reference :

Ray's New Higher Arithmetic,	\$0.85
Wentworth's Advanced Arithmetic,	1.00
Wentworth's High School Arithmetic (Hill),	1.00
Wells' Academic Arithmetic,	1.00
Robinson's Progressive Higher Arithmetic,	1.00
The New Higher Arithmetic (Rich),	1.00

ERRATA.

Page 3. Place a bar over $9 + 7$ in exercise 10, and one over $2^2 + 3^3$ in exercise 11.

Page 8. Substitute 11 for 16 in exercise 10.

Page 10, exercise 8. In the second member of the equation, the dot should be placed over the 6 and not over the 2.

Page 12. Exercise 11 should read,
What is the sixth root of 3010936384?

Page 18, exercise 2. The dimensions of the block should be 6 feet 6 inches long, 3 feet wide, 2 feet $9\frac{3}{8}$ inches thick.

Page 29. Exercise 3 should read, Explain the formation of *Terrace Mountain*.

Page 60. Exercise 4 should read, Give the real meaning of the following interjections.

Page 63. In exercise 9, first section, substitute *no* for a.

Page 84. In the outline of lesson eleven, appointment should read *apportionment*.

Page 93. Under *Public lands* substitute *commissioner* for commission.

HIGHER ARITHMETIC.

LESSON ONE.

Definitions :

Quantity, unit, number, integer, mathematics.

EXERCISES.

1. Distinguish between *pure* and *applied* Arithmetic.
2. Distinguish between Arithmetic and Algebra.
3. Give the axioms required in arithmetical investigations.
4. If the sign of multiplication were not employed, how would the following be expressed : $8 \times 7 + 4 \times 8 - 3 \times 10$?
5. If the signs of aggregation or multiplication were not employed, how would the following be expressed : $8 \times 5 + 4 - 6 - 4 \times 5$?
6. What is the difference between a principle and a rule?
7. Distinguish between an axiom and a principle.
8. What is the distinction between a demonstration and a solution?
9. Distinguish between an analysis and a solution.
10. Find the value of $[(\overline{5 + 3 \div 4 + 5 - 2} \times 9) \times (2 + 8 \div 2)] + 9 + 7 \div 4$.
11. Find the value of $[(2^2 + 3^3 \times 4\frac{1}{2} + 13) \div \sqrt{25 + 20^2 + 13 \times 2}]^{\frac{1}{2}} + \sqrt{16} \times 17$.
12. What are the fundamental operations of Arithmetic? Why are they called fundamental?

LESSON TWO.

Notation.

Modes of expressing numbers.

- By ordinary language, or words.
- By figures, or the Arabic method.
- By letters, or the Roman method.

Essentials in systems similar to the Arabic.

A radix.

Digits.

Principles of Arabic Notation.

Roman Notation.

Use.

Letters employed.

Principles.

Scales of Notation.

A radix.

Principles.

EXERCISES.

1. What is the distinction between the Arabic and the Roman methods of notation?
2. What is the radix of the Arabic system?
3. What is the system called where the radix is 2? Where it is 5?
4. How did the Arabs write numbers before they used zero?
5. Change 3863 of the decimal scale to the scale of 8.
6. Express in the common scale 12032 of quaternary.
7. Add 6385, 4652, and 7861 (scale of five).
8. Subtract 42568 from 89678 (scale of six).
9. Multiply 6864 by 283 (scale of nine).
10. Divide 12432 by 36 (scale of seven).
11. Express by the Arabic, $\overline{\text{CDCCCXXXIX}}$.
12. Express by the Roman 1901, 900,003.

LESSON THREE.

Numeration.

French System.

Quadrillions { Hundreds
Tens
Units

Trillions { Hundreds
Tens
Units

English System.

Billions { Hundred thousands
Ten thousands
Thousands
Hundreds
Tens
Units

HIGHER ARITHMETIC.

Billions	{	Hundreds Tens Units	Millions	{	Hundred thousands Ten thousands Thousands Hundreds Tens Units
Millions	{	Hundreds Tens Units			
Thousands	{	Hundreds Tens Units	Units	{	Hundred thousands Ten thousands Thousands Hundreds Tens Units
Units	{	Hundreds Tens Units			

Addition.

Addends.

Principles.

Tests for accuracy.

Adding by excess of tens.

Adding in the reverse direction.

Casting out nines.

Subtraction.

Definitions.

Principles.

Proofs of subtraction.

Casting out nines.

Add the subtrahend and the remainder.

EXERCISES.

1. Illustrate the two systems of numeration.
2. Define addition ; also name and define each of its elements.
3. Give the principles of addition.
4. Illustrate the proof of addition by "adding by excess of tens."
5. On what truth are the proofs by "casting out nines" based ?
6. Illustrate the proof of addition by "casting out nines."
7. Define subtraction ; also name and define each of its elements.
8. Show that subtraction is the inverse of addition, by paralleling the elements.

9. What effect upon the remainder has dividing the minuend?
10. Give the principles of subtraction.
11. Illustrate the proof of subtraction by "casting out nines."
12. Every number in the decimal scale is equal to an exact number of elevens plus the excess of the sum of the digits in the odd orders above the sum of those in the even orders. Using this truth, formulate a rule for proofs in addition and subtraction by excess of elevens.

LESSON FOUR.

Multiplication.

Definition.
Principles.
Elements.
Rules.

Proofs of multiplication.

Invert the order of the computations.
Casting out nines.

Division.

Definition.
Elements.
Principles.
Rules.
Contractions.

Proofs of division.

Multiply the divisor and the quotient.
Casting out nines.

Division by factors.

EXERCISES.

1. Show that multiplication is a short process of addition.
2. Why must the multiplier always be abstract?
3. Determine the effect of the following upon the product, expressing the answers as principles: Adding a number to the multiplier; subtracting a number from the multiplicand.

HIGHER ARITHMETIC.

4. Illustrate the proof of multiplication by casting out nines.
5. When is division a short method of subtraction?
6. Illustrate the principles of division.
7. Illustrate the proof of division by casting out nines.
8. Given the sum of three numbers and the difference between one and each of the others : how are the numbers found? Formulate a problem to illustrate.
9. Formulate a rule for proof of multiplication and division by excess of elevens.
10. Divide by using factors : 7,865 by 128 ; 65,877 by 252.
11. A is worth \$12,000 more than B, and B is worth \$7,650 more than C. C is worth \$61,250. What is each worth?
12. Form a problem which in the solution will require the use of the same numbers and operations as given below :

$$\$0.50 \times \frac{60 + 40 \times 2 \times 16}{1.5 \times 24} = \text{cost of papering.}$$

LESSON FIVE.

Factoring.

Definition.

Principles (six).

Common Divisors.

Definition.

Principles (six).

Greatest Common Divisor.

Multiples.

Definition.

Principles (three).

Least Common Multiple.

EXERCISES.

1. What factors are found in the greatest common divisor of two or more numbers?
2. Show that a common divisor of two numbers is a divisor of their difference.

3. Is there any advantage in teaching cancellation without crossing out the factors?
4. Give a problem the solving of which requires the finding of the greatest common divisor.
5. Where is the most frequent use of the greatest common divisor?
6. Where is the most common application of the least common multiple?
7. Give a problem requiring the finding of the least common multiple.
8. What are the advantages of the "inspection method" of finding the greatest common divisor and the least common multiple?
9. How may the prime numbers between 200 and 300 be found?
10. The common prime factors of a set of numbers are 3, 5, 7, and 16. What are their common factors?

LESSON SIX.

Common Fractions.

Definitions.

Classification as to value.

Classification as to form.

Reciprocals.

Relationship of fractions to division and to ratio.

Principles.

Reduction.

Processes.

EXERCISES.

1. Classify fractions as to value.
2. Classify fractions as to form.
3. Give the principle of reduction of fractions to lower terms.
4. Illustrate the process of each of the cases of reduction of fractions.
5. What is the reciprocal of a fraction?
6. If 1 be added to or subtracted from the numerator of any fraction, what must be added to or subtracted from the denominator of the fraction to preserve the equality?
7. Explain the rule of dividing one fraction by another.
8. Reduce $6\frac{1}{3}$ to an improper fraction. Explain in two ways.

HIGHER ARITHMETIC.

9. Give a problem which requires the dividing by a compound fraction.
10. Simplify : $\frac{6\frac{1}{4} + 3\frac{1}{7}}{5\frac{8}{9}}$.
11. Find the greatest common divisor of $2\frac{2}{7}$, $1\frac{1}{5}$, $3\frac{1}{6}$.
12. What is the least number of yards of carpet in a roll that can be cut into lengths of $26\frac{2}{3}$ yards, 16 yards, or $11\frac{1}{2}$ yards?

LESSON SEVEN.

Decimals.

- Definitions.
- Terms and relations.
- Numeration.
- Notation.
- Processes.
- Reduction.
- Complex decimals.
- Circulating decimals.

Repetends.

- Simple.
- Compound.
- Co-originous.
- Conterminous.
- Similar.
- Expanded.
- Principles.

EXERCISES.

1. Distinguish between decimals and common fractions.
2. Illustrate pure circulates and mixed circulates.
3. Illustrate the different kinds of repetends.
4. Which is greater, $\frac{5}{131}$ or $\frac{5}{13}$? Prove your answer by changing them to similar fractions and also to decimals.
5. Express as a common fraction $.095\dot{6}3$.
6. What is the advantage in writing the quotient over the dividend?

7. Reduce $16.85\frac{3}{8}$ to a common fraction.
8. Verify : $.00\dot{7}4 + .2\dot{5}9 = .26$.
9. Verify : $34.80011\ddot{3} \div 7.349 = 4.7\ddot{3}5$.
10. $20.73 - 37.0128 = ?$

LESSON EIGHT.

Ratio.

Simple.
 Direct.
 Indirect.
 Reciprocal.
 Duplicate.
 Triplicate.
 Sub-duplicate.
 Sub-triplicate.
 Principles.

Proportion.

Definition.
 Simple.
 Compound.
 Partitive.
 Terms.
 Principles.

Partnership.

Definitions.
 General.
 Limited.
 Simple partnership.
 Compound partnership.
 Principles.

EXERCISES.

1. Illustrate the different ways of expressing a ratio.
2. Give a problem which requires the use of a triplicate ratio.
3. Give a problem which employs a sub-triplicate ratio.

HIGHER ARITHMETIC.

4. Where is a continued ratio most frequently employed?
5. Illustrate a mean proportional ; a third proportional ; a fourth proportional.
6. Give a problem which requires the finding of a fourth proportional.
7. How many single proportions can be formed from a continued proportion of five terms?
8. What is the distinction between partitive proportion and partnership?
9. A, B, and C engaged in business with a capital of \$25,000. A's capital was to B's as 3 to 4, and B's to C's as 6 to 7. If their gain was equal to C's capital, what was the gain of each?
10. Two men received \$2,500 for building a house. A furnished 10 laborers for 48 days and 5 horses for 42 days. B furnished 8 men for 45 days and 4 horses for 30 days. If a day's labor of a man as compared in value with that of a horse is as 7 to 5, what should be the share of the money for each contractor?
11. A and B entered into partnership April 1, each furnishing \$5,000 capital. July 1, A added \$1,000 and September 1 he added \$500 more. June 1, B added \$1,500. What share of the profits should each receive at the end of the year, if they gained \$4,000?
12. If the consequent is $6\frac{1}{2}$ and the ratio is $2\frac{1}{4}$, what is the antecedent? What is the inverse ratio of the two numbers?

LESSON NINE.

Involution and Evolution.

Definitions.

Principles.

Square root.

Cube root.

EXERCISES.

1. Distinguish between involution and evolution.
2. What is the composition of the square of a number consisting of tens and units? Illustrate.
3. Interpret the following, T representing tens and U units :
$$T^2 + 3(T^2 \times U) + 3(T \times U^2) + U^3.$$

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4. How is a fraction raised to a power? Illustrate.
5. Show that $\sqrt{1440 \times 160} = 12 \times 4 \times 10$, or 480.
6. Show that $\sqrt{120^2 - 72^2} = \sqrt{24^2 \times (5^2 - 3^2)}$, or 24×4 , or 96.
7. How is the square root of a fraction found?
8. Show that $\sqrt[3]{56 \times 21 \times 63 \times 64} = 7 \times 3 \times 2 \times 4$, or 168.
9. What is the value of $\sqrt[3]{216 \times 343 \times 512 \times 729}$? Use factors.
10. A room standing east and west is 46 feet long, 22 feet wide, and $12\frac{1}{2}$ feet high. What is the shortest distance from the southeast lower corner to the northwest upper corner?
11. What is the sixth root of 3010, 936, 384?
12. What is the square root of $5\frac{3}{7}$ to five decimal orders?

LESSON TEN.

Common and Metric Measures.

Definitions.

Measures of extension.

Measures of surface.

Measures of volume.

Measures of capacity.

Measures of value.

Measures of weight.

Miscellaneous tables.

Reduction.

Operations.

Longitude and time.

Standard time.

EXERCISES.

1. There are five different tables for weight, two for extension, two for surface and three for capacity. Explain the confusion.
2. What advantages are possessed by the Metric System?
3. Define uniform scale; varying scale. Illustrate each.
4. How may we find the volume of a thing from its weight and specific gravity?

HIGHER ARITHMETIC.

5. How may we find the volume from the weight and specific gravity in the Metric System?
6. If goods are bought by Avoirdupois and sold by the ounce Troy, how is the gain found?
7. How is the gain found if goods are bought by the bushel and sold by the liquid quart?
8. Locate section 24, township 140, range 63, west of the 5th principal meridian.
9. What are the standard units of the coin of France? Of England? Of Germany?
10. Is the "International date line" straight? Explain.
11. What is the profit in selling 25 cwt. 60 lbs. of sugar, which cost 4 cents per pound, if $\frac{1}{3}$ of it is sold at 5 cents, $\frac{1}{2}$ of it at $5\frac{3}{4}$ cents, and the remainder at cost?
12. What is the depth of a tank that is 188 centimeters long and 12.5 decimeters wide, and holds 2.5949546 metric tons of alcohol? (Specific gravity of alcohol is .791.)

LESSON ELEVEN.

Percentage.

Definitions.

Applications in which time is not an element.

Profit and loss.

Commission.

Brokerage.

Stock investments.

Bonds.

Exchange.

Taxes.

Insurance.

Ad valorem duties.

Bankruptcy.

Applications in which time is an element.

Interest.

True discount.

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Bank discount.

Equation of payments.

EXERCISES.

1. According to the following model, construct a table of parallels of the elements of the applications of percentage :

Application.	Base.	Rate.	Percentage.	Amount.	Difference.
Taxes.	Value of Property.		Amount of tax.		Net proceeds.
.....
.....
.....

2. Name the operations of percentage that are not possible in insurance.
Explain.
3. Name the operations of bank discount that are not found in interest.
4. Which method for figuring partial payments is the most advantageous to the debtor?
5. Distinguish between *annual* and *common* interest.
6. How does *exact* interest differ from *banker's* interest?
7. Why is *exact* interest $\frac{1}{3}$ less than the *common* interest?
8. What is the difference between *annual* interest and *compound* interest?
9. Define equation of payments.
10. Name the different methods of figuring equation of payments.

LESSON TWELVE.

Mensuration.

Definitions.

Surfaces and solids.

Rules.

Series.

Definitions.

Ascending series.

Descending series.

Progressions.

Definitions.

HIGHER ARITHMETIC.

Arithmetical.
Geometrical.
Formulæ.

EXERCISES.

1. How many times in a day does a clock strike, which strikes the hours and half hours?
2. What principal on annual interest at 10 % will amount to \$4,927.50 in 50 years?
3. Find the sum of $\frac{1}{3}$, $\frac{1}{15}$, $\frac{1}{75}$, to five terms.
4. Insert four geometric means between 6 and 192.
5. How many globes 4 inches in diameter are equal to one whose diameter is 12 inches?
6. Find the volume of a cube the area of whose surface is 7 square feet 6 square inches.
7. Supposing the earth to be a perfect sphere 7,912 miles in diameter, what is its volume in cubic miles?
8. Find the diagonal of a cube whose edge is 6 inches.
9. If a stack of hay 8 feet high weighs 8 cwt., what is the weight of a similar stack that is 24 feet high?
10. The driving wheels of a locomotive have a diameter of 6 feet 6 inches. How many revolutions a minute must they make to travel 60 miles an hour?
11. Find the equated time for payment of the following account, and the amount due in cash :—

Dr.				Cr.			
Jan. 2	To Mdse. on 6 mo.	\$500.		June 1	By cash . . .	\$300.	
Mar. 5	" " " 3 "	850.		Aug. 15	" draft at 40 da. .	650.	
June 20	" " " 5 "	364.		Oct. 30	" cash . . .	350.	

12. Find the face of a note and the date at which it must be paid with interest to settle the following account :—

Dr.				Cr.			
Jan. 20	To Mdse. on 4 mo.	\$3,400.		May 3	By draft at 30 da.	\$2,500.	
Mar. 12	" " " 5 "	1,800.		July 5	" cash . . .	4,300.	
May 14	" " " 30 da.	4,600.		Aug. 10	" draft at sight .	1,000.	
Sept. 2	" " " 90 "	4,380.		Sept. 10	" cash . . .	3,250.	

LESSON THIRTEEN.

EXERCISES.

1. If \$240 gains \$5.84 in 4 months 26 days, what is the rate per cent.?
2. What is the difference between the interest and the bank discount of \$450 at 5% for 6 years 10 months?
3. A man loses 10% by selling a lot of goods for \$438. How much should they have been sold for to gain $12\frac{1}{2}\%$?
4. For what sum must a note be drawn at 4 months, so that the proceeds of it when discounted at the bank at 7% shall be \$875.50?
5. If a man travels 7 miles the first day and 51 miles the last, increasing the distance 4 miles each day, how many days will he travel and how far?
6. What is the difference between the true and the bank discount of \$2,500, payable in 90 days at 7% (allowing grace)?
7. What sum must be invested in stocks bearing $6\frac{1}{2}\%$, at 105, to produce an income of \$1,001?
8. A man exchanges 250 shares of 6% stock, bought at 70, for 8% stock at 120. What difference does it make in his income?
9. Find the cost, at 18 cents a square foot, of paving a court in the form of a rhombus. Its sides are 45 feet, and a perpendicular drawn from one oblique angle will meet the opposite side 27 feet from the adjacent angle.
10. Five men can do a piece of work in 9 days. How soon after beginning must they be joined by 2 others so as to complete the work in 8 days?
11. At what hour must a man start and how fast must he travel at the equator so that it would be noon for him for 24 hours?
12. A ship's chronometer, set at Greenwich, points to 4 hours 43 minutes 12 seconds, P. M. The sun being on the meridian, what is the ship's longitude?

LESSON FOURTEEN

EXERCISES.

1. Four men contracted to do a certain piece of work for \$8,600. The first employed 28 laborers, 20 days, 10 hours a day ; the second, 25 laborers, 15 days, 12 hours a day ; the third, 18 laborers, 25 days, 11 hours a day ; and the fourth, 15 laborers, 24 days, 8 hours a day. How much shall each contractor receive ?
2. A mechanic received \$2 a day for his labor, paying \$4 a week for his board ; at the expiration of 10 weeks he has saved \$72. How many days did he work, and how many was he idle ?
3. If a pipe 3 inches in diameter will discharge a certain amount of water in 2 hours, in what time will three 2-inch pipes discharge three times the quantity ?
4. If stock bought at 92 will pay 7% on the investment, at what rate should it be bought to pay 10% ?
5. What per cent. shall I gain by purchasing goods on 6 months' time and selling them immediately for cash at cost, money being worth 7% ?
6. If 6 apples and 7 peaches cost 33 cents and 10 apples and 8 peaches cost 44 cents, what is the price of one of each ?
7. If stock bought at 105 will pay 6% on the investment, what per cent. will it pay if bought at 85 ?
8. A man dividing his estate among his sons gave A \$9 as often as he gave B \$5, and C \$3 as often as he gave B \$7. C's share was \$3,862.50. What was the value of the whole estate ?
9. Sold a horse at 40% profit. With the proceeds I bought another which I sold for \$238, losing 20%. What did each horse cost me ?
10. Bought 58 shares of mining stock (\$50 each) at 40% premium, giving in payment a draft on New York for \$4,000. What was the rate of premium on the draft ?
11. Sold flour at $3\frac{1}{2}\%$ commission. Invested $\frac{2}{3}$ of its value in sugar, at $1\frac{1}{2}\%$ commission, remitting the balance \$432.50. Find the value of the flour, the sugar, and my commission.
12. A's investment in bonds pays 8%. If the dividend is 9%, what is the premium on the bonds that he purchased ?

LESSON FIFTEEN.

EXERCISES.

1. Write notes illustrating "ordinary form," "joint note," "demand note," "principal and surety note."
2. A marble cutter imports a block of marble 6 feet 6 inches long, 3 feet wide, 2 feet $9\frac{3}{4}$ inches thick, the whole cost to him being \$130. He pays a specific duty of 50 cents per cubic foot and an ad valorem duty of 20%, freight and charges being \$20.30. What was the invoice price per cubic foot?
3. Sold lumber to the amount of \$20,312.51, charging $1\frac{1}{2}\%$ commission, and remitted the proceeds to my consignee by draft. Required the face of the draft, exchange at $\frac{1}{2}\%$ discount.
4. Exchange the five following notes for six others, each for the same amount and payable at equal intervals : one for \$2,100, due in 41 days ; one for \$1,500, due in 72 days ; one for \$2,050, due in 80 days ; one for \$1,320, due in 100 days ; one for \$1,730, due in 125 days.
5. Which is the better investment, stock paying $6\frac{1}{2}\%$ dividends, at a market value of $106\frac{1}{2}\%$, or stock paying $4\frac{1}{2}\%$ dividends, market value $104\frac{5}{8}\%$?
6. What is the number of square feet in a walk surrounding a circular garden which is 30 yards across, the wall being 4 feet wide?
7. How many square yards of canvas are there in a circular tent 225 feet in diameter, the upright wall being 16 feet high, and the roof extending from the top of the wall to a point over the center 50 feet from the ground?
8. Write a sight draft. Distinguish between a bank draft and a bank check.
9. Make out a statement and find the balance due on the following account, December 1, 1901 :—

Deposited.		Withdrawn.	
June 4, 1899	\$200.	Nov. 22, 1899	\$75.
Nov. 1	175.		
Feb. 24, 1900	300.	July 13, 1900	150.
Sept. 10	58.		
Jan. 1, 1901	600.	July 30, 1901	500.
Oct. 1	500.		

10. Make an itemized descriptive bill for the lumber to build a corn crib 8 feet wide, 28 feet long, 10 feet high from sill to plate, 10 feet wide at the top. A single plate (2×4) and ridge roof of 4-foot rise above the plate and a projection 9 inches all around ; shingles $4\frac{1}{2}$ inches to the weather ; joists (2×8) and studding (2×4), 16 inches apart ; rafters (2×4), 2 feet apart ; ties (2×4) on the plate at each set of rafters ; double floor (1×6), laid tight ; slats (1×4) to begin at top of sill and be placed one inch apart ; roof boards (1×9) laid $1\frac{1}{2}$ inches apart. Sills 6×6 . Find the number of feet required in each class of lumber.

LESSON SIXTEEN.

EXERCISES.

1. A field containing 6 acres is laid on a plan to a scale of 1 inch to 20 feet. How much paper will it cover ?
2. If a cistern 6 feet in diameter holds 80 barrels of water, what is the diameter of a cistern of the same depth that holds 1,200 barrels ?
3. Find the area of a square whose perimeter is the same as that of a rectangle 48 feet by 28 feet.
4. The area of a circle is 7,569 square feet. Find the length of the side of a square of equal area.
5. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what must be the length of the rafters ?
6. How many rods more of fencing are required to inclose a square field whose area is 5 acres, than to inclose a circular field having the same area ?
7. The radius of a circle is 5 feet. Find the diameter of another circle containing four times the area of the first.
8. Find the solid contents of a cube whose edges are 6 ft. 6 in.
9. Separate 405 into three factors which will be to each other as 2, $2\frac{1}{2}$, and 3.
10. How many cubic feet are there in the frustum of a cone whose altitude is 6 feet and the diameters of the bases 4 feet and 3 feet respectively ?

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11. How many cubic feet are there in a piece of timber 30 feet long, the greater end being 15 inches square and the less 12 inches square?
12. If a cubic foot of iron were formed into a bar $\frac{1}{2}$ inch square, without waste, what would be its length?

LESSON SEVENTEEN.

EXERCISES.

1. Find the diameter of a wheel whose circumference is 50 feet.
2. What is the radius of a circle whose circumference is 31.416 feet?
3. The distance around a circular park is $1\frac{1}{2}$ miles. How many acres does it contain?
4. What is the area of a circular pond whose circumference is 200 chains?
5. The area of a circular lot is 38.4846 square rods. Find the diameter.
6. The area of a circular lot is an acre. What is its diameter?
7. The circumference of a circle is 200 feet. Find the side of an inscribed square.
8. What is the area of a circumscribed square about a circle whose diameter is 8 feet?
9. What is the diameter of a circle, if the area of an inscribed square is 512 square feet?
10. At \$.50 a rod, what is the cost of building a square fence about a circular pond whose diameter is 35 rods?
11. The diameters of two concentric circles are 35.75 and 16.25 feet respectively. Find the area of the ring.
12. The diameter of a ball weighing 32 pounds is 6 inches. What is the diameter of a ball weighing 4 pounds?

LESSON EIGHTEEN.

EXERCISES.

1. A drover sold some oxen at \$28, cows at \$17, and sheep at \$7.50 per head, receiving \$749 for the lot. There were twice as many cows as oxen and three times as many sheep as cows. How many were there of each kind?

2. What will be the difference in the cost of fencing two fields of 25 acres each, one square and the other in the form of a rectangle, whose length is twice its breadth, the fence costing $\$0.62\frac{1}{2}$ a rod?
3. At what time between 5 and 6 o'clock are the hour and minute hands of a watch exactly together?
4. A boy agreed to work for a merchant 20 weeks, on condition that he should receive \$20 and a coat. At the end of 12 weeks the boy stopped working, and it was found that he was entitled to \$9 and the coat. What was the value of the coat?
5. A general, forming his men into a square, had 284 men remaining; but increasing each side by one man, he wanted 25 men to complete the square. How many men had he?
6. Divide \$500 among three men in such a manner that the share of the second may be greater by $\frac{1}{2}$ than that of the first, and the share of the third $\frac{1}{2}$ greater than that of the second.
7. If a piece of silk cost \$0.80 per yard, at what price should it be marked so that the merchant may sell it at 10% less than the marked price and still make a profit of 20%?
8. A man bought a farm for \$4,500 and agreed to pay principal and interest in four equal annual installments. How much was the annual payment, interest being 6%?
9. What is the amount of an annuity of \$325 which is 5 years in arrears, compound interest at 6%?
10. What must be the dimensions of a rectangular bin that will hold 350 bushels of grain, the length being twice its width and its width twice its depth?

PHYSIOGRAPHY.

Special Reference to "Commercial Geography."

Text-books recommended for study or reference:

Davis' Physical Geography,	\$1.25
Maury's Physical Geography (revised and abridged),	1.20
Warren's New Physical Geography (revised),	1.50
Butler's Physical Geography,	1.08
Appleton's Physical Geography,	1.60
Guyot's New Physical Geography,	1.60
Adams' Commercial Geography,	1.25
Tilden's Commercial Geography,	1.00
McFarland's Commercial Geography,	1.25

PHYSIOGRAPHY.

LESSON ONE.

The Earth as a Globe.

The Relation of the Earth to the Sun.

Relation of the earth to other planets.

Age of the earth.

Shape and size of the earth.

Origin of the earth's shape.

Consequences of the size and shape of the earth.

The earth's rotation.

Circles and surface measurements.

EXERCISES.

1. Explain why the earth is globular in form.
2. Distinguish between planets and stars.
3. What constitutes the solar system?
4. What are the consequences of the earth's rotation?
5. Draw a cut showing the different zones and give the width of each.
6. Define ecliptic, perihelion, aphelion, solstice.
7. Are degrees of latitude and longitude always of the same value? Explain.
8. Illustrate by a cut the change of seasons.

LESSON TWO.

The Atmosphere.

Composition of air.

Pressure of the atmosphere.

Temperature of the atmosphere.

ADVANCED NORMAL COURSE.

Circulation of the atmosphere.
Winds and storms.
Rainfall and dew.
Relation of climate and vegetation.
Relation of climate and animals.
Climate and man.
Frost, snow, and ice.
Phenomena.

EXERCISES.

1. Name the important elementary substances.
2. Explain the use of air in the economy of nature.
3. Define mean annual temperature ; isothermal lines.
4. Name the important planetary winds.
5. Why are dew and frost formed more abundantly on clear and calm nights than on cloudy and windy nights?
6. Explain the abundance of rain within the tropics.
7. Why is the study of climate important?
8. Why does man find little opportunity for development in the south temperate zone?

LESSON THREE.

Climatic Control of Land Forms.

Direct and indirect climatic control.
Changes of climate.
Ledges and waste slopes.
Streams of dry climates.
Bad lands.
Continental interior drainage basins.
Salt lakes, playas, salinas.
Waste-filled troughs, sheet floods.
Sand dunes, dust plains.
Dry regions formerly moist.
Plants and animals of arid regions.

PHYSIOGRAPHY.

Ice sheets and glaciers, past and present.
Drumlins. Marginal lakes.
Glaciated regions.

EXERCISES.

1. * Explain why narrow valleys among arid uplands are encumbered with stones and gravel.
2. Explain the formation of "bad lands." Why are they so called?
3. Distinguish between *playas* and *salinas*. Give examples of each.
4. There are regions now dry and barren, with marks of a former moist climate. Explain and give examples.
5. Explain the formation of sand dunes. Give examples.
6. Describe the vegetation and animals of arid regions.
7. What are "drumlins"? Give examples.
8. Describe Lake Agassiz. What is meant by the *glacial period*?

LESSON FOUR.

Shore Lines.

Classification of Shore Lines.

Sand reefs. Inlets. Coastal plain cliffs.
Irregular shore lines. Headlands.
Sea cliffs. Benches. Beaches.
Effect of climate on shore lines.
Coral reefs. Fringing reefs. Barrier reefs.
Atolls.

The Land.

Relief forms of continents.
Changes in land formations.
The different kinds of islands.
Structure of the continents.
Plains and plateaus.
The life history of mountains.
The growth and distribution of volcanoes.

ADVANCED NORMAL COURSE.

EXERCISES.

1. What are sea caves? Examples.
2. What coast resembles that of Norway?
3. What is meant by a *retreating shore line*?
4. Define and give illustrations of *coral*, *fringing*, and *barrier reefs*.
5. What agencies produce changes in land formations?
6. What is meant by the general term *weathering*? Give illustrations.
7. What are folded mountains? Domed mountains? Give examples.
8. Explain volcanic phenomena. What can you say concerning the distribution of volcanoes?

LESSON FIVE.

The Water.

Drainage of the continents.
Waters bordering the continents.
River systems and their parts.
Rivers and their valleys.
The movement of water underground.
Hot and mineral springs. Geysers.
Falls and rapids.
The distribution of lakes.

The Sea.

Form of the ocean.
Ocean depths and temperatures.
Composition and density.
Marine life.
The ocean floor.
Ocean currents and temperatures.
Tides.

EXERCISES.

1. Draw a diagram of *dike* and *mesa*.
2. Explain the intermittent action of some geysers. Where are the geyser regions?

PHYSIOGRAPHY.

3. Explain the formation of *Terrace Mountains* in the Yellowstone National Park.
4. How are ocean depths measured?
5. What are mediterraneans? Give an example.
6. How are animals of the deep sea enabled to live under the enormous pressure of several tons to the square inch?
7. Draw a chart of the currents of the Atlantic ocean.
8. How does the temperature of the ocean vary? Mention curious tidal phenomena.

LESSON SIX.

Commercial Geography.

The Basis of Commercial Geography.

Definition of commerce.

The Natural Conditions Affecting Commerce.

Climate ; its elements, temperature, and rainfall.

Winds ; as affecting climatic conditions.

The influence of soils.

The forms of the earth's surface.

Ocean currents and winds.

Influences affecting the sites of towns and harbors.

Human Control of Commerce.

The influence of races upon commerce.

The effect of bad government upon commerce.

The influence of predominant religions.

The expedients used to facilitate trade.

Transportation.

The use of winds and steam in transportation.

The use of animals and conduits in transportation.

Electricity as a means of carrying commodities.

The comparative expense in transportation methods.

EXERCISES.

1. Define climate. Winds. Ocean currents and their influence upon commerce.
2. What other influences affect the human control of commerce ?

ADVANCED NORMAL COURSE.

3. What effect have races upon commerce ?
4. Give the effect of density or sparsity of population upon commerce.
5. Give a short sketch of the various means of transportation, and the comparative expense of each.

LESSON SEVEN.

The Commercial Geography of the United States.

Climate, natural features, and distribution of natural products.

Vegetable food products, beverages, tobacco, and the trade in them.

(a) The United States as an agricultural nation.

(b) A comparison with other nations or sections.

Animal food products and the trade in them.

The horse and cattle industry.

Dairy products and their consumption.

The sheep industry in the United States.

The poultry and egg trade.

Fishing industry ; whales, sponges, and furs.

The vegetable and animal fibers.

Oils of fiber plants.

Cotton, wool, silk, and flax trade.

(a) Cotton and wool fabrics compared with other countries.

(b) The sources of the silk commerce.

(c) The importance of the United States in silk manufacturing.

The wood crops of the United States.

(a) The commodities they yield.

(b) The trade in wood crops.

(c) Largest wood producing countries.

(d) Largest lumber producing countries.

The manufacture of furniture in the United States.

The commercial products obtained from trees.

A comparative study between the United States and other countries in regard to the fiber industry.

EXERCISES.

1. What can you say concerning the climate and rainfall in the United States?

PHYSIOGRAPHY.

2. Give a short sketch of the animal industry in the United States.
3. What sections are important for mineral production? Name the minerals found and the trade in them.
4. Where is the manufacturing industry carried on to greatest extent?
What can you give as the reason for the location of manufacturing establishments near the source of production of material?
5. Where is the largest cotton production?
6. Explain the process of preparing cotton for the market.
7. From what source is the silk of commerce derived?
8. From what materials is paper made?
9. Give an outline of the lumber industry of the United States.

LESSON EIGHT.

The Commercial Geography of the United States (continued).

Coal, petroleum, iron ore, tin, and their products.

- (a) Depth of the mineral products.
- (b) A comparison of coal products by countries.
- (c) Utility of iron as a metal.

Precious metals and trade in them.

- (a) Gold and silver products by countries.
- (b) Copper and brass products by countries.
- (c) Zinc and aluminum ; production and uses.
- (d) Lead and sulphur ; production and uses.

Building stones.

- (a) Limestone, sandstone, and slate.
- (b) Clay products.

Precious stones.

- (a) Diamond and ruby production.
- (b) Other precious stones.

The distribution of manufactures.

- (a) The United States as a manufacturing nation.
- (b) Causes which influence the distribution.

Conditions that favor the development of manufacturing.

- (a) Population as a factor
- (b) Other factors.

ADVANCED NORMAL COURSE.

Manufactured products ; their utility and supply.

(a) Machinery and implements.

(b) Leather and foot wear.

(c) Clothing and head wear.

(d) Clock making.

Canning industry.

(a) Valuation of food stuffs thus produced.

(b) Location of industry.

EXERCISES.

1. To what depth are minerals accessible?
2. Give the location of mineral products in the United States and the trade in them.
3. Name the precious metals and the country giving the largest production.
4. What effect has population upon manufacturing?
5. What other conditions promote manufacturing development? Why?
6. Define the location and value of the canning industry in the United States.

LESSON NINE.

The Commercial Geography of the United States (continued).

Transportation rates.

(a) Decline of the freight rates in the United States.

Trading posts.

(a) River ports ; names, location, and importance.

(b) Lake ports ; names, location, and importance.

(c) Canals ; usefulness.

Coasting and sea trade.

(a) Coast cities ; location and rank in importance.

(b) Sea trade ; foreign exports and imports.

The foreign trade of the United States.

Europe as a commercial center compared with the United States.

PHYSIOGRAPHY.

The Commercial Geography of the United Colonies and Cuba.

Porto Rico.

- (a) Agricultural advantages.
- (b) Other commercial industries.

The Hawaiian Islands, Guam, Tutuila, the Philippine Islands.

- (a) Their import and export trade.

Cuba.

- (a) Its fertility.
- (b) The staple crops.
- (c) Development of trade.

EXERCISES.

1. Give the reason for the decline of the freight rates for the last thirty years.
2. Name and locate the important river ports in the United States.
3. Name the lake ports in the order of their importance.
4. Of what special advantage is the use of the canal in transportation?
5. Name and locate the principal coast cities.
6. What is the condition of our trade with Europe?
7. What has been the development of our trade with Porto Rico during the last three years?
8. For what industry is Porto Rico noted?
9. What commercial relations have the Philippines with the United States?
10. Name four principal industries of Cuba.

LESSON TEN.

The Commercial Geography of Canada and Newfoundland.

The situation of Canada (commercially).

- (a) Chief products of eastern Canada.
- (b) Canadian forestry.
- (c) The climate.
- (d) Agriculture as an industry.
- (e) Import and export trade.
- (f) Fisheries and fur industry.

ADVANCED NORMAL COURSE.

- (g) Mineral production.
- (h) Promotion of commerce.
- (i) Transportation of products.

The Commercial Geography of the Kingdom of Great Britain and Ireland.

Position, as to commercial advantages.

Shipping facilities of the United Kingdom.

Importance of agriculture.

Meat and dairy products.

- (a) Fisheries, etc.

Fiber products.

- (a) Spinning and weaving industry.

Mineral products.

- (a) Metal working as an industry.

The division of imports and exports.

- (a) Their mean annual value.

EXERCISES.

1. Give a short history of Canada, with reference to the points covered in the syllabus.
2. Give the location of Great Britain and Ireland, with reference to commercial advantage.
3. What are their shipping facilities?
4. Tell all you can about the agricultural advantages of Great Britain.
5. Mention five leading exports of Great Britain to the United States ; five leading exports of the United States to Great Britain.

LESSON ELEVEN.

The Commercial Geography of Germany and France.

The location of Germany compared with other commercial nations.

- (a) German rivers and canals.
- (b) Agriculture as an industry.
- (c) Sugar beet industry.
- (d) Forestry.
- (e) Minerals.
- (f) Manufacturing industry.

PHYSIOGRAPHY.

(g) Transportation.

(h) Exports and imports.

The location of France.

(a) Agricultural industry.

(b) Navigation and other transportation.

(c) Important industries.

(d) Imports and exports.

(e) Manufacturing industries.

(f) Fishing industries.

The Commercial Geography of Belgium and the Netherlands.

The inhabitants of Belgium ; their characteristics.

The harbors of Belgium.

The principal farm products.

Cloth industry.

Imports and exports.

The Netherlands.

The Dutch as a trading and cattle raising nation.

Geographical situation.

Agriculture.

(a) Beet sugar, rye, and vegetables.

Manufacturing.

Lumbering.

Imports and re-export of colonial products.

Important ports.

The leading factors in business.

EXERCISES.

1. Give in an essay not exceeding 250 words a comparative study of Germany and France, taking as a basis the outline in the syllabus.
2. What is the condition of the climate and winds of the Netherlands?
3. What industry is most lacking in the Netherlands?
4. What industry is the most important?
5. What is the chief trade of the Netherlands?
6. What are the leading factors in business?

LESSON TWELVE.

The Commercial Geography of Scandinavia.

The kingdom of Sweden and Norway.

- (a) Location.
- (b) Employment of Swedes and Norwegians.
- (c) Important exports.
- (d) Seaports.

Denmark.

- (a) Location.
- (b) Industries of importance.
- (c) The largest port.
- (d) Imports and exports.

The Commercial Geography of Switzerland.

The climate and location of Switzerland.

Advantages and disadvantages of agriculture.

Manufacturing industries.

The imports and exports.

The navigable rivers.

EXERCISES.

1. Name the employments of the Swedes and Norwegians.
2. Name two of the important exports.
3. Name the largest port in Denmark.
4. Name the principal imports and exports.
5. What manufacturing industry has Switzerland?

LESSON THIRTEEN.

The Commercial Geography of Austria-Hungary.

Population and mixture of races.

Its mountains and river passes.

Its agriculture and mineral wealth.

Manufacturing.

Imports and exports.

PHYSIOGRAPHY.

The Commercial Geography of Italy.

Its commercial and agricultural importance.

- (a) Seaports.
- (b) Climate.
- (c) Mineral wealth.
- (d) Imports and exports.

The Commercial Geography of Spain and Portugal.

The natural features of the peninsula.

- (a) Agricultural interests.
- (b) Largest exports.
- (c) Animal industry.
- (d) Mineral resources.
- (e) Manufacturing.

EXERCISES.

1. What are the conditions of the mountain passes and river valleys in Austria-Hungary, and what advantages do these conditions afford to commerce?
2. What is Austria's largest resource?
3. What portion of the area is devoted to pasturage?
4. Give a short sketch of the exports, animal industry, and mineral resources of Spain.

LESSON FOURTEEN.

The Commercial Geography of Russia in Europe.

Location and extent.

Population.

Agriculture.

Animal industry.

Mineral resources.

Manufacturing industries.

Chief seaports.

Exports and imports.

The Balkan Peninsula and Asiatic Turkey.

Location and climate.

Importance commercially.

Mexico.

- Location and harbors.
- Agricultural importance.
- Transportation.
- Imports and exports.

Central America.

- Inhabitants and settlements.
- The most important republic.
- Development of resources.

EXERCISES.

1. What proportion of the earth's surface is occupied by Russia?
2. What is the condition of the animal industry in Russia?
3. What are the chief exports?
4. Give a short sketch of Mexico and Central America, commercially considered.
5. What are the chief exports?

LESSON FIFTEEN.

The Commercial Geography of the Republics of South America.

Venezuela.

- (a) Population and resources.
- (b) Main staples of wealth.
- (c) Animal industry.
- (d) Manufacturing.
- (e) Imports and exports.

Guianas.

- (a) Agricultural products.
- (b) Imports and exports.

Paraguay.

- (a) Resources, natural and artificial.
- (b) Most important exports.

Uruguay.

- (a) Agricultural and grazing industries.
- (b) Animal industries.
- (c) Imports and exports.

PHYSIOGRAPHY.

Argentine Republic.

- (a) Live stock industry.
- (b) Agriculture.
- (c) Development of manufactures.
- (d) Imports and exports.
- (e) Railroads.

Colombia.

- (a) Density of population.
- (b) Natural means of penetration.
- (c) Agriculture.
- (d) Manufactures.
- (e) Imports and exports.

Ecuador.

- (a) Vegetable products.
- (b) Imports and exports.

Bolivia.

- (a) Method and route of shipping exports.
- (b) Mineral resources.

EXERCISES.

1. Write an essay of not less than 200 words concerning our trade with Brazil.
2. Name the principal exports of the Guianas, Paraguay, Uruguay, Argentine, Colombia, and Bolivia.

LESSON SIXTEEN.

The Commercial Geography of the West Indies and Bermuda.

Agricultural products.

Comparison with other European colonies.

Commercial relations with the United States.

The Commercial Geography of Russia in Asia.

Siberia ; its relation to Russia's population.

The value of northern Russia commercially.

The mineral resources.

Transportation by rivers.

Exports.

The Commercial Geography of India.

- Its location and approach.
- Cultivation of agricultural pursuits.
- The relation of foreign commerce.
- The principal food.
- Exports.
- Development of manufactures.

The Commercial Geography of Japan.

- Size and population.
- Staples of agricultural importance.
- Animal industry.
- Mineral supply.
- The increase of foreign trade.

EXERCISES.

1. Of what importance for transportation are the rivers of Siberia?
2. Name the largest products.
3. Name five of the chief exports.
4. What is the chief industry of India?
5. What are the chief imports and exports?

LESSON SEVENTEEN.

The Commercial Geography of the Chinese Empire.

- China as an agricultural nation.
- Surface and climate.
- The principal exports.
- Importance of animal raising.
- Its mineral wealth.
- The cost of transportation as affecting foreign trade.
- Important commercial interest of Hong Kong.
- Commercial importance of other Asiatic countries.

The Commercial Geography of Australia.

- Sheep and wool production.
- Extent of agriculture.
- Stock raising as an important industry.
- Mineral wealth.

PHYSIOGRAPHY.

Manufacturing.

Imports and exports.

The Commercial Geography of New Zealand.

The importance of the east side of New Zealand.

The importance of the west side.

The sheep raising industry.

Agriculture ; its extent and importance.

The growth of manufacturing.

The Commercial Geography of the Islands of the Pacific Ocean.

EXERCISES.

1. Name the chief imports and exports of the Chinese Empire, Australia, and New Zealand.
2. Give a short history of the mineral resources and animal and manufacturing industries.

LESSON EIGHTEEN.

The Commercial Geography of Egypt and North Africa.

The importance of the Nile to Egypt.

Farming as an industry.

Caravan trade with Sudan.

The development of commerce.

Commercial importance of tropical Africa.

The Commercial Geography of Temperate South Africa.

The climate and rainfall.

Ostrich culture as an industry.

The largest grazing industry.

Goat raising.

Precious metals and stones.

The exports and place of shipment.

EXERCISES.

1. Give a short history of the caravan trade in Egypt.
2. What is the commercial importance of tropical Africa ?
3. What is the chief industry in temperate South Africa ?
4. What is the condition of the climate and rainfall ?

TECHNICAL GRAMMAR.

Text-books recommended for study or reference :

Whitney's Essentials of English Grammar,	\$0.75
Reed and Kellogg's High School Grammar,80
Meiklejohn's The English Language,	1.20
Rigdon's Grammar of the English Sentence,85

GRAMMAR.

LESSON ONE.

The English Language.

Family.

Indo-European.

Teutonic branch.

Low Germanic division.

Periods.

Latin of the first, second, third, and fourth periods.

Celtic of the first, second, and third periods.

Scandinavian of the first and second periods.

Vocabulary.

Anglo-Saxon.

Latin of the four periods.

Indo-European.

Greek.

Celtic of the three periods.

Scandinavian of the two periods.

Hebrew.

Miscellaneous.

Growth since the Norman invasion.

Influence of commerce.

Influence of education.

Influence of science.

Influence of invention and discovery.

EXERCISES.

1. Give three theories as to the origin of language.
2. Which do you accept? Why?
3. Explain the meaning of the term *family of languages*.
4. Explain the three names for the largest family of languages.

5. Give a table of the ten groups or branches of the Indo-European family, with the modern languages belonging to each branch.
6. Explain the term Anglo-Saxon.
7. Is there such a language in existence to-day? Explain.
8. Explain the terms *Anglicized*, *domesticated*.
9. Explain the term *Norman-French*.
10. What is meant by the Scandinavian periods? The Latin periods?
11. Account for the Celtic words in our language. The Greek. The Saxon.
12. Give examples of words introduced by commerce. By invention and discovery.
13. What are "dead languages"? Prove that our language is not dead.
14. What are "home made" names? Illustrate.

LESSON TWO.

Phrases and Clauses.

Phrases.

Prepositional.
Verb.
Adjectival.
Adverbial.
Complex.
Compound.
Infinitive.
Absolute.

Uses of phrases.

As the subject of a sentence.
As a modifier of nouns.
As an attribute complement.
As an object complement.
As modifiers of words.

Clauses.

Classes.

Dependent.
 Adjective.
 Adverb.
 Noun.

GRAMMAR.

Independent.
Compound.
Complex.

EXERCISES.

1. Distinguish between complex and compound phrases.
2. Give sentences containing phrases or clauses as indicated : A complex adjective phrase, made up of single word modifiers.
3. A complex adverb phrase, made up of one adjective and one adverb phrase.
4. A compound phrase.
5. A dependent clause used as an adjective ; as a noun ; as an adverb.
6. Illustrate the use of independent clauses.
7. Illustrate compound and complex clauses.
8. Illustrate the predicate modified as follows :—
 - a. By a prepositional phrase with a substantive or a nounal verb as the principal word.
 - b. By an infinitive phrase with other words.
 - c. By an adverb clause.
 - d. By a substantive modified by a participle and forming with it an absolute phrase grammatically independent yet having the force of an adverb.
9. Give sentences illustrating the use of phrases as follows :—
 - a. As a modifier of a noun.
 - b. As an attribute complement.
 - c. As an object complement.
 - d. As an objective complement.
10. What five offices of the noun may a dependent clause perform ? Illustrate.

LESSON THREE.

Sentences.

Form.

Simple.
Complex.
Compound.

Meaning.

Declarative.
Interrogative.
Imperative.
Exclamatory.

Elements.

Principal.
 Subject.
 Simple, or grammatical.
 Logical, or complete.
 Compound.
 Predicate.
 Simple, or grammatical.
 Logical, or complete.
 Compound.

Subordinate.

 Modifiers.
 Words.
 Phrases.
 Clauses.
 Complements.
 Attribute.
 Object.
 Objective.

Simple.
Complex.
Compound.
Adjective.
Adverbial.
Objective.

Kinds.

Complete.
Incomplete.
Independent.
Dependent.
Co-ordinate.
Subordinate.

Types.

Elliptical.

Periodic.

Loose.

Short.

Long.

Balanced.

Idioms.

EXERCISES.

“ Happy are they who thus can choose
 Such blameless themes, that oft amuse
 And oft improve ! ”

“ In harvest, when the glad earth smiled with grain,
 Each carried to his home one half the sheaves
 And stored them with much labor in his barn. ”

1. Classify the above sentences as to form and meaning.
2. Separate them into their principal and subordinate elements.
3. Classify their elements (simple, complex, and compound).
4. Classify their elements (adjective, adverbial, and objective).
5. Write a compound sentence and change it to a complex sentence.
6. Supply the ellipses in the following sentence : —

“ Do not look for wrong or evil ;
 You will find them if you do. ”
7. Distinguish between ellipses and idioms.
8. Illustrate co-ordinate and subordinate sentences.
9. Illustrate periodic and loose sentences.
10. Write a sentence containing word, phrase, and clause modifiers.

LESSON FOUR.

*The Noun.**Definition.**Uses.*

Subject.

Attribute complement.

Object complement.

Objective complement.

Adjective modifier (possessive).

Adverb modifier (to denote measure, quantity, weight, time, distance, or direction).

Object of preposition.

Independent.

Classes.

Proper.

Common.

Abstract.

Collective.

Verbal.

Gender nouns.

Diminutives.

Simple.

Derivatives.

Compound.

Modifications.

Person.

Number.

Gender.

Case.

Inflection.

Gender.

Number.

Regular formation.

Irregular formation.

Words used only in singular, or only in plural.

Compound words.

Case.

Possessive.

Dative.

Vocative.

Declension.

Other parts of speech, etc., used as nouns.

Adjectives.

Adverbs.

GRAMMAR.

Infinitives.

Words of any kind.

Sentences.

Names of letters, figures, etc.

EXERCISES.

1. Give examples of the different classes of nouns as outlined.
2. Distinguish between inflection and declension.
3. Give examples of *inflectional* languages.
4. Illustrate the different uses of the noun.
5. How many case forms have English nouns?
6. Why do we speak of the subjective or nominative case, and of the objective or accusative case of the noun, although in fact the two are always the same in form?
7. Define dative case. Vocative case. Illustrate.
8. Classify the following compound nouns : washtub, red-coat, lie-abed, ill-will, merchant-tailor.
9. When is the hyphen used in compound nouns?
10. Illustrate the use of letters, figures, and sentences as nouns.
11. Give the possessive forms of the following : mercy, poetess, sheep, Socrates, righteousness.

LESSON FIVE.

The Pronoun.

Classes.

Personal.

Simple.

Compound.

Relative or conjunctive.

Simple.

Compound.

Double.

ADVANCED NORMAL COURSE.

Adjective.

Distributive.

Demonstrative.

Indefinite.

Possessive.

Interrogative.

Modifications.

Person.

Number.

Gender.

Case.

Uses.

As subject.

As predicate or attribute complement.

As object complement.

As object of a preposition.

Independently.

Inflection.

Antecedent.

Subsequent.

EXERCISES.

1. In what respects do pronouns differ from nouns?
2. What inflections do pronouns have?
3. Explain the use of the pronouns *thou* and *you*.
4. Explain the use of *that* instead of *who* or *which*.
5. Give three uses of the pronoun.
6. What are reflexive pronouns? Illustrate.
7. Illustrate the use of *what* as an interjection; as an expletive; an adverb.
8. Do you think that *as* is ever a relative pronoun? Explain.
9. Illustrate the different uses of the pronoun *it*.
10. Illustrate the use of a pronoun in the objective case by enallage.
11. Name three different kinds of antecedents.
12. What two purposes do relatives serve in sentences? Illustrate the double use of *what* as a relative.

LESSON SIX.

The Adjective.

Classes.

As to form.

Simple.

Derivative.

Compound.

Descriptive.

Common.

Proper.

Compound.

Participial.

Definitive.

Articles.

Definite.

Indefinite.

Numerals.

Cardinal.

Ordinal.

Multiplicative.

Pronominals.

Demonstrative.

Distributive.

Indefinite.

Relative.

Interrogative.

Modification.

Comparison.

Kinds.

Ascending.

Descending.

Regular.

Irregular.

Degrees.

Positive.

Comparative.

Superlative.

ADVANCED NORMAL COURSE.

Uses.

Modifiers.

Attribute complements.

Objective complements.

EXERCISES.

1. What inflection have adjectives?
2. Illustrate the use of *what* as a relative adjective. As an interrogative adjective.
3. What are factitive adjectives? Illustrate.
4. Give examples of adjectives derived from nouns. From other adjectives. From verbs.
5. Some authors class the article as a separate part of speech. Give their argument.
6. She was robbed of her hopes, her *all*.
The *wicked* shall perish.
He saw the waters *below*.
I know not *what* course others may take.
Give the part of speech of each word italicized.
7. How is a participial adjective distinguished from a participle?
8. Give three adjectives that are redundant in their comparison, and three that are defective.
9. Can such adjectives as *round*, *straight*, *complete*, etc., be compared? Explain.
10. How are such expressions as *many a*, *such a*, etc., parsed?
11. Illustrate the use of adjectives as objective complements.
12. Give examples of factitive adjectives.

LESSON SEVEN.

EXERCISES.

Correct all errors in the following sentences and give reasons :—

1. The very two individuals whom he thought were far away.— Disraeli.
2. But first I must show who I mean by the government.— Benton.
3. There are still a few who, like them and I, drink nothing but water.— Gil Blas.

GRAMMAR.

4. I saw him before me, he who has since our first meeting continually contrived to pass some inappreciable slight upon me.— Lever.
5. Time was when none could cry, “It was me.” —Dryden.
6. The least of the two.
7. The word party for a man occurs in Shakespeare.— Dean Alford.
8. It was read by the high and the low, by the rich and illiterate.— Dr. Johnson.
9. Her two brothers were one from another turned into stone.
10. Everybody will become of use in their own fittest way.
11. “Not the Mogul, or Czar of Muscovy,
Nor Prester John, or Khan of Tartary,
Are in their houses monarch more than I.”
12. The head of it would be an universal monarch.

LESSON EIGHT.

EXERCISES.

Parse the italicized words in the following sentences :—

1. And thus the heart will do *which* not forsakes,
Living in shattered guise, and *still* and *cold*
And *bloodless*, with its sleepless sorrow aches,
Yet withers on till *all without* is old,
Showing no visible sign, for such things are untold.— Byron.
2. I believe *him* to be an honest *man*.
3. And let this feeble *body* fail,
And let it faint or die ;
My soul shall quit *this* mournful vale
And soar to worlds on high.— C. Wesley.
4. Teach me *what* is right.
5. *It* was not *what* I stated, if he asserted *it* to be his *opinion* that I was mistaken in declaring it to be *mine*, that John Smith is insane.

*

LESSON NINE.

The Verb.

Classes.

As to form.

Regular (weak, or consonant).

Irregular (strong, or vowel).

Redundant.

Defective.

As to rank.

Principal.

Subordinate.

Auxiliary.

As to use.

Transitive.

Active.

Passive.

Intransitive.

State.

Action.

As to syntax.

Finite.

Infinite.

Infinitives.

Present.

Present perfect.

Participles.

Present.

Past.

Past perfect.

Uses.

To assert action, being, or state.

To assume action, being, or state.

Modifications.

Style.

Ordinary.

Solemn.

Emphatic.

Progressive.

Voice.

Active.

Passive.

Mode.

Indicative.

Subjunctive.

Potential.

Imperative.

Tense.

Present, past, future.

Present perfect.

Past perfect.

Future perfect.

Number.

Singular.

Plural.

Person.

First.

Second.

Third.

EXERCISES.

1. Distinguish between defective and redundant verbs. Give illustrations.
2. Give five examples each of reflexive verbs, complex verbs, auxiliary verbs, and copulative verbs.
3. Use five verbs transitively, and then use the same intransitively.
4. What are the tests of a verb?
5. What two uses has the intransitive verb?
6. Distinguish between finite and infinite verbs. Illustrate.
7. Why may impersonal verbs be classed among the defective verbs?
8. The boy was laughed at. Point out the verb. What are such verbs called?
9. He runs a race. Is *runs* transitive or intransitive? Give reason for the case of *race*.

10. Illustrate the four styles of verbs.
11. What are the characteristics of verbs of the old conjugation?
12. What are nounal verbs? Illustrate.

LESSON TEN.

The Adverb.

Classes.

As to form.

Simple.

Derivative.

Compound.

As to meaning.

Place and motion.

Time and succession.

Manner and quality.

Measure and degree.

Responsives.

Modal.

Affirmative.

Negative.

Causal.

Modification.

Comparison.

Ascending.

Descending.

Use.

Simple.

Conjunctive.

The Preposition.

Kinds.

Simple.

Complex.

Compound.

Antecedent.

Verb.
Noun.
Pronoun.
Adjective.
Adverb.

Object.

Noun.
Pronoun.
Adjective.
Adverb.
Infinitive.
Participle.
Clause.
Phrase.

EXERCISES.

1. In grammatical drill, should adverbial phrases be fully analyzed and parsed word by word? Explain.
2. Some authors claim that the responsive *yes* and *no* are no longer adverbs. Explain. Why are they not properly "parts of speech"?
3. How do you dispose of *there* in the sentence, There is no time to waste?
4. How were the adverbs *alive* and *anew* formerly written? What are the equivalents of *abroad* and *awhile*?
5. Illustrate the following uses of adverbs :—
As modifiers of prepositions.
As modifiers of phrases, clauses, and sentences.
As modifiers of nouns.
As interrogatives.
As nouns.
To connect clauses.
6. Why may adverbs modify prepositions? Nouns? Phrases, clauses, and sentences?
7. Illustrate the different antecedents and the different objects of prepositions.
8. Give examples of compound prepositions. Of complex prepositions.

9. When do prepositions become adverbs?
10. What were prepositions originally? From what did they get their name?
11. In an analytic language like ours, why can fine distinctions of thought be expressed by the use of prepositions? Compare it in this respect with synthetic languages.
12. Give examples of proscribed prepositional locutions.

LESSON ELEVEN.

The Conjunction.

Classes.

Co-ordinate.

Copulative.

Adversative.

Alternative.

Illative.

Subordinate.

Causal.

Temporal.

Local.

Manner or degree.

End or purpose.

Comparison.

Concession.

Substantive.

Correlative.

EXERCISES.

1. Some authors claim that the interjection is not properly a "part of speech." Explain.
2. Give interjections to illustrate the following : joy, suffering, contempt, calling attention.
3. Are the following interjections : pop, bang, bow-wow, ding-dong? Why?
4. Give the real meaning of : zounds, egad, alas, O dear.

5. Why does each language have its own set of interjections, more or less different from those of other languages?
6. Distinguish between co-ordinate and subordinate conjunctions.
7. In what respect are conjunctions and prepositions similar? Illustrate.
8. In what respects do they differ? Illustrate.
9. Give sentences illustrating the use of *there*, *otherwise*, and *yet* as adverbs ; as conjunctions.
10. Illustrate the use of conjunctions to introduce independent sentences.
11. Many conjunctives and conjunctive adverbs are prepositions also — *but*, *except*, *for*, *before*, etc. Explain their transition into connectives.
12. Explain the use of interjections in ordinary prose or poetry.

LESSON TWELVE.

Infinitives and Participles.

The infinitive.

Derivation of the word.

The root infinitive.

The infinitive in *ing*.

Uses of the infinitive.

The infinitive phrase.

Subject of the infinitive.

The “split” infinitive.

The participle.

The different participles.

The uses of the present participle.

As an adjective.

As a noun.

As a noun with modifications of a verb.

As an assumed attribute.

The use of the perfect participle as an adjective.

The use of the compound or perfect participle as a noun.

The infinitive in *ing*.

The gerund.

The verbal noun.

The nounal verb.

EXERCISES.

1. Distinguish between infinitives and infinitive phrases.
2. What are the peculiarities of the infinitive in *ing*?
3. Illustrate the use of a pronoun in the objective case as the complement of an infinitive. In the nominative case.
4. Illustrate the use of the infinitive as complementary to
(a) nouns ; (b) verbs ; (c) adjectives ; (d) adverbs.
5. Give sentences containing participles used as
(a) adjective modifier ; (b) attribute complement ; (c) object complement ; (d) objective complement ; (e) mere nouns ; (f) mere adjectives ; (g) in independent or absolute phrases.
6. Illustrate the following in sentences :—
The infinitive phrase as an objective complement.
The infinitive phrase used independently.
7. *Infinitive in ing, gerund, verbal noun, and nounal verb* are terms used to designate the same form of the verb ; which do you prefer? Why?
8. What is this form of the verb?
9. He was silent during the reading of the book. He enjoys reading history. How do you dispose of *reading* in the above sentences?
10. What parts of speech contain words ending in *ing*?
11. Illustrate the uses of the participle as given in the outline of the participle.
12. What is meant by the “split” infinitive? By the subject to an infinitive? Illustrate.

LESSON THIRTEEN.

Inflection.

Number.
Person.
Case.
Comparison.
Tense.
Mode.
Conjugation.

Inflected parts of speech.

Noun.

Pronoun.

Adjective.

Adverb.

Verb.

EXERCISES.

1. Why is gender chiefly important?
2. Why are nouns inflected?
3. By what means are the changes of verbs for voice, mode, tense, number, and person expressed?
4. Give the different mode signs.
5. Name and illustrate the different styles or forms of conjugation.
6. Show predicative relation of adjectives ; attributive relation ; factitive relation ; appositional relation.
7. Define and illustrate the different tenses.
8. What is meant by the "historical present"? Illustrate.
9. Give five nouns that have a plural ; five that have no singular ; five that have the same form in both numbers.
10. Why is *person* considered in grammar?
11. What is the law for the sequence of tenses? Illustrate. Give two accepted limitations.
12. Explain why the law as limited is too sweeping.

LESSON FOURTEEN.

Correct errors in the following, and give reasons : —

1. We shall be surprised if he gives us too much.
2. "It was observed by Newton that the diamond possessed a very high refractive power compared with its density."
3. The number of school districts has increased during the year.
4. "Nor want nor cold his course delay."
5. "The civil government was then very submissive, and heretics almost unknown."
6. "It is true that the Scotch and English patronage are two different things."

7. "Each in their turn like Banquo's monarch stalk."
8. "I am anxious for the time when he will talk as much nonsense to me as I have to him."
9. He wanted to go, but had no opportunity to.
10. He could not refuse pardoning them.
11. Shall we have any farther dissension?
12. "Politics, as he makes even Demosthenes admit, are the sad refuge of restless minds, averse from business and from study."
13. He spoke of himself and his neighbors as being neither friend or foe.
14. They are hired by and employed for the protection of the few.
15. Although traffic had not yet commenced, there was noise and confusion.

LESSON FIFTEEN.

Analysis and Parsing.

1. Earnestness *alone* makes life *eternity*. Parse italicized words.
2. How *sweet* the moonlight sleeps upon this bank! Parse *sweet*.
3. Analyze: The chief art of learning is to attempt but little at a time. Parse *but* and *little*.
4. Analyze or diagram: The accusing spirit which flew up to Heaven's chancery with the oath blushed as he gave it in; and the recording angel, as he wrote it down, dropped a tear upon the word and blotted it out forever.
5. Those barbarous ages past, succeeded next the birthday of invention. Give the rule for the case of *ages*. Parse *past*. What is the subject of the sentence?
6. "The *swan* on still St. Mary's lake
Float *double*, *swan* and *shadow*." Parse the words italicized.
7. Diagram or analyze: That the climate of the northern hemisphere has changed and that its mean temperature nearly resembled that of the tropics is the opinion of many naturalists.
8. Then methought the air grew denser, perfumed from an unseen censer Swung by seraphim whose footfalls tinkled on the tufted floor.

“Wretch,” I cried, “thy God hath lent thee — by these angels he hath sent thee

Respite — respite and nepenthe from thy memories of Lenore !

Quaff, oh quaff this kind nepenthe and forget this lost Lenore !”

Quoth the raven — “*Nevermore !*”

Parse all the participles in the above selection. What is the object of *cried* ? What part of speech is *nevermore* ?

LESSON SIXTEEN.

Analysis and Parsing.

1. I did nothing but laugh. Parse *but* and *laugh*.
2. The fine arts were all but proscribed. How do you dispose of *all* and *but* ?
3. Analyze : What by industry and what by economy, he had amassed a fortune.
4. His *being* a *Roman* saved him from *being made* a *prisoner*.
Parse the words italicized.
5. Diagram : We are as near to heaven by sea as by land.
6. The world was *all* before them *where* to choose
Their place of rest, and Providence their guide.
Parse italicized words.
7. Diagram or analyze : The wretch, centered all in self,
Living, shall forfeit fair renown ;
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonored, and unsung.
8. Diagram or analyze : The other shape —
If shape it might be called that shape had none
Distinguishable in member, joint, or limb :
Or substance might be called that shadow seemed,
For each seemed either : black it stood as night.

LESSON SEVENTEEN.

Diagraming and Parsing.

1. Who would be free, themselves must strike the blow. What is the subject of the sentence? How do you dispose of *themselves*?
2. "Heaven from all creatures hides the book of fate,
All but the page prescribed, their present state :
 From brutes what men, from men what spirits know ;
 Or who could suffer *being* here below ?"
 What are the modifiers of *hides*? Parse the italicized words.
3. As concerns the quantity of what is to be read, there is a single rule :
 Read much, but not many works. Analyze the above sentence.
4. If your arguments produce no conviction, they are worth *nothing* to me. Parse *nothing*. What are the modifiers of *are*?
5. Roll on, thou dark and deep blue Ocean, roll !
 What is the syntax of *thou* and *ocean*?
6. Analyze : Were the happiness of the next world as closely apprehended as the felicities of this, it were martyrdom to live.
7. *But what!* is thy servant a dog? Parse the italicized words.
8. Diagram : As when upon a tranced summer night
 Those green-robed senators of mighty woods,
 Tall oaks, branch-charméd by the earnest stars,
 Dream, and so dream all night without a stir,
 Save from one gradual solitary gust,
 Which comes upon the silence and dies off,
 As if the ebbing air had but one wave :
 So came these words and went.

LESSON EIGHTEEN.

Selections for Grammatical Criticism.

Criticise the following selections as to (a) choice of words ; (b) turns of expression ; (c) obscurity or ambiguity in diction ; (d) violations of rules of grammar.

1. Archdeacon Philpotts, a son of the late bishop, had recently conceived an aversion from images of all kinds in churches as relics of a superstition abolished at the Reformation.
2. But attention had been drawn to the subject, and its deep interest and importance and difficulty recognized.
3. In this case Puritan zeal had doubtless been strongly reinforced by the coarse disrespect for the decencies of civilized existence natural to men of the class from which many of the soldiers were drawn, especially as they belonged to a generation which, as the treatment to which the nave of St. Paul's had long been subjected bore sufficient witness, had outlived the tradition which enjoined special reverence towards a sacred edifice.
4. The old antithesis of Faith and Reason, and the various problems connected with it, could not but come to the front and require to be dealt with. It is a question which faces us from a hundred sides, and, subtly and insensibly transforming itself, looks different from them all. However near the human mind seems to come to a solution, it only, if so be, comes near ; it never arrives.
5. If, then, Bunyan's "Pilgrim's Progress" is all that by common consent it is allowed to be—a most enjoyable story, a most instructive allegory and study of human nature, a model of simple, pithy, and concrete English—and if the language be antiquated or archaic in parts, thus veiling these benefits, the veil must be removed.

Restoration of Oblique to Direct Speech.

In the following examples, translate the words of the speaker out of their oblique cast as given in the report, into that diction in which they were actually spoken.

1. "They must remember," he said, "that there would be difficulties which would have to be met and surmounted."
2. "Lord Rosebery declared the library open. He said he had very great pleasure in doing so at the beginning of his speech rather than at the end, because it seemed to be the invariable custom of public speakers when they had a formal duty to discharge at the end of their speech to forget to do so."
3. "In looking at any scheme of federation, he said, they must remember that there were one or two things to be avoided. There was

the danger of paralyzing local interest. They must do nothing to stop local contributions. His scheme, based on that in operation at Rochester, was very similar to that suggested by Mr. Morris, and as to its financial aspect he had been told by a banking expert that it was financially sound."

CIVICS.

The history and theory of government.

Text-books recommended for study or reference:

Fiske's Civil Government in the United States,	\$1.00
Hinsdale's American Government,	1.25
Bryce's American Commonwealth (abridged for schools),	1.75
Bryce's American Commonwealth, 2 vols.,	4.00

CIVICS.

LESSON ONE.

Government.

Origin of the word "govern."

Necessity of government.

Purposes of government.

To establish justice.

To carry on public works.

To provide for the common defense.

The three kinds of government.

The government by one (monarchy).

The government by a few (oligarchy).

The government by the many (democracy).

Terms descriptive of government.

Theocratic.	Centralized.
Aristocratic.	Decentralized.
Oligarchical.	Local.
Monarchical.	Federal.
Democratic.	Constitutional.
Republican.	Despotic.
Mixed.	Autocratic.
Representative.	Military.

Rights.

Natural.

Of society.

Four groups of rights.

Industrial.

Political.

Social.

Moral and religious.

International rights.

ADVANCED NORMAL COURSE.

EXERCISES.

1. Define government. Political science.
2. Give an example of each of the different kinds of government enumerated in the outline.
3. Do we inherit rights?
4. What is meant by the "rights of society"?
5. How are rights and duties related?
6. What are political rights?
7. What were the civil, the political, and the religious rights of the colonists?
8. What rights were guaranteed to the colonists in the charter of 1606?
9. What rights does a school illustrate?
10. How can we determine what the *real* government of a country is?
11. Illustrate by historical references.
12. Which is the more powerful branch of the English Parliament? Explain.
13. In what two ways is the exercise of *eminent domain* unlike *taxation*?
14. Give illustrations of the exercise of the right of *eminent domain*.
15. What form of government is best adapted to the wants of civilized nations? Give reasons for your answer.

LESSON TWO.

Local Government.

The old English township.

The *mark* and the *tun*.

Tungemot (town meeting).

Elective officers: Reeve (head man); beadle (messenger); tithing man (petty constable). The reeve and beadle superseded by the lord's steward and bailiff, as great lordships grew up.

Manors (townships after the Norman Conquest).

Court leet.

Court baron.

The parish (church home).

Vestry meeting. Powers.

Church rates voted by the rate payers.

Officers and their duties.

The hundred (justice's court).

Composed of several townships.

The lowest court.

Members.

The shire (county).

Composed of several hundreds.

Shire motes.

Principal officer, shire-reeve or sheriff.

Courts and officers.

Anglo-Saxon laws.

Ownership of lands, public (commons), private.

Posse comitatus (hue and cry).

Trial by jury.

Taxes for each township levied by representatives of the people.

Norman Conquest, 1066.

Feudal system (feuds or fees).

The lords pay taxes to the king.

The lords collect taxes from the people.

Oppression of the King.

Land holding becomes insecure.

Old laws and customs ignored.

Complaints of the people.

The rising of the People against the King.

The Great Charter (Magna Charta), June 15, 1215.

The first English Parliament, 1265, under lead of Simon de Montfort.

The Model Parliament, 1295.

Struggles between the King and Commons.

The Petition of Right, 1628.

The Commonwealth.

The Habeas Corpus Act, 1679.

The Bill of Rights, 1688.

EXERCISES.

1. Show that the principle of government by town meeting was known to the ancients.
2. What was the essential difference between the old English township and the manor?

3. What was the *court leet*? The *court baron*?
4. Distinguish between the township as a manor, and the township as a parish.
5. What were church rates?
6. Who were the officers of the parish? Who elected them?
7. Out of what kind of government in old England did town government in New England grow? Explain.
8. What essential points of the English township reappear in New England?
9. How did the Virginia parish in its earlier government differ from the English parish?
10. How did local government in Virginia differ from that in New England?
11. What equivalent of the New England town meeting did Virginia have?
12. Give the substance of the Magna Charta.
13. What was the Petition of Right?
14. What was the Habeas Corpus Act?
15. Give the substance of the Bill of Rights.

LESSON THREE.

The Evolution of Government in England.

Townships established by clans.

Shires or counties established by tribes.

Leaders of tribes (ealdormen) become powerful.

The establishment of petty kingdoms. coinciding with one or more shires, with ealdormen as kings.

Combinations of petty kingdoms into larger kingdoms.

Final union of the different kingdoms, with the king of the West Saxons as king of all England.

Shires retained self-government for three hundred years.

The development of local government in the United States.

Town government in New England.

The Virginia parish.

The hundred in Delaware and Maryland.

The town meetings of New York.

The different kinds of townships in the colonies.

CIVICS.

The two grades of town government west of the Alleghanies.
The different kinds of county government in the colonies.
County government west of the Alleghanies.

EXERCISES.

1. How did the early local government of eastern South Carolina differ from that of western South Carolina?
2. What are the disadvantages of large counties?
3. Describe the Maryland hundred and its decay.
4. What was the Delaware "levy court"?
5. Give the prominent features of the Pennsylvania county.
6. How do the town meetings of New York differ from those of New England?
7. Compare the government of the New York county with that of the Virginia county.
8. What two systems of local government are to be found in Illinois? The result?
9. What two grades of town government are found west of the Alleghanies?
10. What is the town government in Ohio and Indiana?
11. In what states and in what countries do women enjoy full rights of suffrage?
12. What part have women in controlling school affairs in many states?
13. What is the historical reason why suffrage has been so generally restricted to men?
14. What are the objections to a suffrage restricted by property qualifications?
15. What is the educational value of the town meeting?

LESSON FOUR.

Towns and Cities.

Towns.

Meaning of the word "town" in America.
Meaning of the word in England.
Chesters.

The borough as a hundred.
The borough as a county.

Cities in England.

Form of government.
Officers.
Duties of officers.
Bulwarks of liberty.
Oligarchical abuses.
Reform Act of 1835.

Cities in the United States.

Officers.
Duties of officers.
Complexity of government.
Rapid growth.
Divided responsibility.
Committee work.
State control.
Features of good government.
Features of poor government.
Abuses.
Needed reforms.

EXERCISES.

1. Is direct government possible in a city? Explain.
2. What is the difference in the United States between a town and a city?
3. Distinguish between citizens and burgesses in England.
4. Trace the development of the English borough.
5. What elements of the borough enter into the civic organization of London?
6. What were the objects of the various guilds?
7. Name the usual officers of an American city.
8. Name some needed reforms in our large cities.
9. What do you consider the weak points in city government?
10. What are the objections to the state exercising control over our large cities?

LESSON FIVE.

*Colonial Governments.**Virginia.*

Governed by the *London Company* until 1624 ; 1624-1677, a *royal province* ; 1677-1684, *proprietary* ; after 1684, a *royal province*.

Massachusetts.

Plymouth Colony independent until united with Massachusetts Bay Colony, 1692.

Massachusetts Bay Colony self-governing under charter obtained from Charles I. ; charter annulled, 1684 ; new charter from King William (1692) granting free government with town meetings and elected legislators, but providing for royal governors.

New Hampshire.

At first proprietary and self-governing ; a royal province, 1679 ; part of Massachusetts, 1688-1692 ; after 1692 a royal province.

Connecticut.

Saybrook Colony proprietary until united with Connecticut Colony, 1644. In 1662 New Haven was united with Connecticut under a royal charter which granted independent government. With the exception of the Andros rule, this charter continued until 1818.

Rhode Island.

At first independent without a charter. In 1663 a royal charter obtained from Charles II. granting independent government. With the exception of the Andros rule, this charter continued in force until 1842.

New York.

Under the Dutch West India Company until 1664 ; from 1664-1685 proprietary, except 1673-74 (Dutch restoration) ; in 1683 a legislature allowed ; from 1685 a royal province.

EXERCISES.

1. What were the London and Plymouth companies?
2. What were the common political features of the colonies at the time of the Revolution ?
3. In what respects did the royal governments differ from the proprietary governments?

4. In the royal governments, why should the legislative branch feel the royal power?
5. Did each colony have an upper and a lower house?
6. What officers were appointed in royal and proprietary governments?
7. In what important respects did charter governments differ from the others?
8. What were the chief defects in the colonial governments?
9. Explain how royal governors could annoy and oppress the people.
10. What was the "Mayflower Compact"?
11. When was Virginia first allowed to elect a colonial legislature?
12. What were the liberal provisions of the Connecticut and Rhode Island charters of 1662?
13. Give an account of the rule of Governor Andros.
14. How did the early governments of Rhode Island and Connecticut differ from the first government of Massachusetts?
15. Give an account of the government of New Hampshire previous to 1679.
16. Contrast the government of New Amsterdam under the Dutch West India Company with that of Virginia under the London Company.

LESSON SIX.

Colonial Governments.

New Jersey.

At first proprietary under Berkeley and Carteret, then divided into East and West Jersey under different proprietors. In 1702 the two Jerseys were united and made a royal province.

Pennsylvania.

At first proprietary under William Penn; a charter was granted by Penn which allowed the people to elect an assembly and members of the governor's council, the governor being appointed by the proprietor. In 1692 Penn's proprietary rights were taken away under the governor of New York, but they were soon restored and the old government continued under his sons.

Delaware.

Under Swedish government, 1638-1655; under Dutch control, 1655-1664; under proprietary government of the Duke of York, 1664-

1682 ; under the proprietary government of Penn. After 1702 a distinct province with its own legislature, but under governors appointed by Penn and his sons.

Maryland.

Proprietary under Lord Baltimore and his heirs until 1692, except during the period of civil war (1654-58) ; a royal province, 1692-1714. After 1714 proprietary rights restored. Under Lord Baltimore's charter Maryland was guaranteed an assembly of the colonists with power to levy taxes.

North Carolina.

Until 1729 North and South Carolina under one proprietary government of eight persons, after 1729 a royal province ; people elected their own assemblies.

South Carolina.

Same as North Carolina.

Georgia.

Until 1752 under the government of trustees ; after 1752, a royal province.

EXERCISES.

1. How did the Pennsylvania Council differ from other councils?
2. What extraordinary privileges were granted Lord Baltimore?
3. Compare the powers of Penn with those of Calvert.
4. What is Mason and Dixon's line?
5. Why were proprietary governments unpopular?
6. What political rights were guaranteed the New Jersey colonists? By whom?
7. Did New Jersey always have a separate governor?
8. What were the important features of the Grand Model?
9. Under what circumstances did South Carolina become a royal province?
10. How did the government of Georgia differ from that of other colonies?

LESSON SEVEN.

Plans for united action.

The New England Confederacy (1643-84).

The Albany Congress (1754).

Franklin's plan of union.
The first colonial congress (1765).
Declaration of Rights.
Statement of grievances.
Circular letter of Massachusetts (1768).
Opposition to the Townshend revenue acts.
Committees of correspondence in Massachusetts (1772-75).
Colonial committees of correspondence (1773).
Continental Congress (1774).
"Declaration of Colonial Rights."
"American Association."
Organization of the Union completed.
Preliminary measures for defense.
Provincial congresses.

EXERCISES.

1. What was the importance of the New England Confederacy?
2. What was the English idea of a colony?
3. How did this differ from the American idea?
4. Distinguish between a special and a general search warrant.
5. What was the purpose of the Writs of Assistance?
6. What was Franklin's plan of union?
7. Why was it rejected?
8. What declaration of rights did the first Colonial Congress make?
9. What was the effect of the circular letter of Massachusetts in 1768?
10. Distinguish between the town committees of correspondence in Massachusetts and the colonial committees of correspondence.
11. What was the occasion of the first Continental Congress?
12. Why was it called "continental"?
13. What declaration was drawn up?
14. What were "provincial congresses"?
15. What was the *American Association*?

LESSON EIGHT.

The Continental Congress.

Authority.

Representative character.

Imperious necessity.

Voluntary obedience.

Nature and powers.

Each state had one vote.

No distinct executive officers.

Executive matters assigned to committees.

No power to tax the people.

No power to recruit the army.

Could only request state governments for aid.

No federal courts.

“Implied war powers.”

Functions of sovereignty exercised.

Declaration of Independence.

Alliance with France.

Raised a continental army.

Borrowed money.

Pledged national credit.

Issued inconvertible paper money.

Granted letters of marque.

Built a navy.

Declaration of Independence.

Necessity.

Importance.

Nature.

EXERCISES.

1. Explain why the Continental Congress was not a sovereign body in the full sense.
2. Under what two aspects must the Declaration of Independence be considered?
3. What was its most prominent result?
4. The Declaration of Independence was issued “by the authority of the people” and not of the states. Explain why this is an important distinction.

5. Why was the Continental Congress the proper body to proclaim independence?
6. Was the nation born July 4, 1776, or did the several states each simply become independent and sovereign?
7. What argument can you advance to support the claim that a nation was born?
8. That the several states simply became each independent and sovereign?
9. Explain the "implied war powers" of the congress.
10. Was the Continental Congress a legislative body? Explain your answer.

LESSON NINE.

The Articles of Confederation.

Adopted by the Continental Congress, Nov. 15, 1777.

Finally ratified by the states, March 1, 1781.

Important provisions.

The union declared to be a "firm league of friendship."

It was to be perpetual.

Only one department of government provided for.

No executive and no judicial officers apart from congress.

Congress consisted of one house or chamber.

Each state had one vote.

The powers of Congress.

To treat with foreign countries.

To send and receive ambassadors.

To determine peace and war.

Was the last resort on appeal in disputes between the states.

Could fix the standard of weights and measures and of the fineness of coin.

Could establish and regulate post offices.

Could appropriate money for the service of the United States.

Could borrow money "on the credit of the United States."

Could make requisition on each state for its quota of land forces.

Could appoint a committee of one member from each state, to sit during the vacations of congress.

CIVICS.

Powers denied to the states.

To enter into a treaty with another state or with a foreign power.

To engage in war, except by consent of congress.

To maintain an army or navy in time of peace, except as deemed necessary by congress.

EXERCISES.

1. What provisions of these articles show the people's distrust of their delegates?
2. The small states' distrust of the large ones?
3. The people's fear of the general government?
4. What were the objections to an executive officer and to a national judiciary?
5. What sovereign powers were delegated to the general government?
6. What was the great defect in the Articles of Confederation?
7. At the proclamation of peace, what was the condition of the country as to commerce, finance, and standing among the nations of the earth?
8. Explain the reasons for the conditions as described in your answer to the seventh question.
9. Describe the state antagonisms that existed in 1786.
10. Explain why the Constitutional Convention of 1787, which was called for the sole purpose of revising the Articles of Confederation, proceeded to draft a new constitution.
11. Did the convention have such authority?

LESSON TEN.

The Constitutional Convention.

Condition of the country.

Failure of the Articles of Confederation.

Original call for the convention.

Membership.

Change of plan.

Conflicting theories.

State party.

National party.
The Virginia plan.
The Jersey plan.
The Connecticut compromise.
Other compromises.
Slavery.
Ratification by the states.
General method of ratification.
Opposition to the Constitution.
Inauguration of the new government.

EXERCISES.

1. What were the three great questions before the convention?
2. What were the aims of the national party?
3. Distinguish between the Virginia and the Jersey plans.
4. Give the three compromises.
5. Divide the friends of the Constitution into classes.
6. What sovereign power ordains the Constitution?
7. What is the bicameral system?
8. What is the true theory of representation?
9. Describe the different ways in which the Constitution was ratified.
10. Define the following kinds of power : inherent, delegated, expressed, implied, prohibited, reserved, concurrent.
11. Give an illustration of each.
12. Is the general government a national system, or a state system? Explain.

LESSON ELEVEN.

The Legislative Department.

Congress.

Sessions.

Rules.

Journal.

The House of Representatives.

Appointment.

Qualifications of a representative.

CIVICS.

Election.
Term.
Sole powers.
Vacancies.
Officers.
Oath of office.

Senate.

Apportionment.
Qualifications of a senator.
Vacancies.
Officers.
Oath of office.
Committees.

Compensation of congressmen.
Privileges.
Disabilities.
Titles.
Government by committees.
Mode of passing laws.

EXERCISES.

1. What are the officers of the House of Representatives?
2. What change was made in the method of appointing representatives in 1845?
3. Why are the United States senators divided into three classes?
4. What is a "Gerrymandering"?
5. Explain the different modes of voting in the House.
6. Describe the usual mode of passing laws.
7. Who administers the oath of office to the Speaker?
8. Name the leading committees of the House. How are they appointed?
9. How are the committees of the Senate appointed? Name the leading committees.
10. How long does each congress continue? When does the "long session" begin? How long does it continue? What is the "short session"?
11. What sessions of Congress are open?
12. What is meant by an "executive session"?

13. What officers can be impeached?
14. Mention some famous impeachment trials.
15. Mention some of the privileges of congressmen.

LESSON TWELVE.

Powers of Congress.

Taxes.
Public credit.
Commerce.
Naturalization.
Bankruptcy.
Money.
Weights and measures.
Mails.
Science and art.
Copyright.
Patents.
Inferior courts.
Piracy.
War.
The army and navy.
The militia.
District of Columbia.
New states and territories.
"The sweeping clause."

Prohibitions on Congress.

Rights of the people.
Personal liberty.
Bills of attainder.
Ex post facto laws.
Proportional taxation.
Internal free trade.
Right of assembling.
Right of petition.
Right to bear arms.
Rights of householders.

CIVICS.

Impartial laws of commerce.
Appropriations.
Titles of nobility.
Freedom of religion.
Freedom of speech.
Freedom of the press.
Personal security.
Private property.
Trial by jury.
Fines and punishments.

EXERCISES.

1. What new rule did Thomas B. Reed enforce while Speaker?
2. What is the present membership of the House? Of the Senate?
3. Give the arguments in favor of electing United States senators by direct votes.
4. Give illustrations of direct taxes. Of indirect taxes.
5. What are the principal duties of the Interstate Commerce Commission?
6. What is meant by "the law of nations"?
7. What is the United States standard of weights and measures? To what extent is the metric system used?
8. By what constitutional authority does the federal government control the Smithsonian Institution at Washington, D. C.?
9. Has an anarchist a constitutional right to freely speak, write, and publish his sentiments? Explain.
10. Mention the constitutional rights of householders.
11. An Eastern prince once presented to President Van Buren some beautiful jewels, but he could not receive them and they still lie in the treasury of the United States. Explain.
12. Guiteau was tried by a United States court, while Czolgosz was tried by a state court. Explain.

LESSON THIRTEEN.

Prohibitions on the states.

Fines and punishments.
The franchise.

Republican form of state government.

Obligation of contracts.

Treaties.

Alliances or confederations.

Letters of marque or reprisal.

Coin money.

Bills of credit.

Legal tender.

Bill of attainder.

Ex post facto law.

Title of nobility.

Imposts, duties, compacts, troops, etc., without consent of Congress.

The executive department.

Vestment of power.

Term.

Qualifications.

Election.

Powers.

Duties.

Responsibility.

Departments.

EXERCISES.

1. Give facts to prove that the right to vote comes from the state.
2. Under what circumstances can the governor of a state call upon the general government for protection?
3. Why should the states be denied the right to coin money?
4. What was "wild cat" money?
5. Explain the mode of electing the president.
6. Under what circumstances does the vice-president become president?
7. What are the steps in making a treaty?
8. What are the duties of ambassadors? Of consuls?
9. What is "the bill of rights" of the Constitution?
10. Should the president have the power of a veto? Explain.

LESSON FOURTEEN.

The Judicial Department.

Supreme Court.

Chief justice.
Associate justices (8).
Meetings.
Original jurisdiction.
Appellate jurisdiction.

United States inferior courts.

Circuit courts (9).
Appellate courts (9).
District courts (63).
The Court of the District of Columbia.
Territorial courts.
The Court of Claims.
Consular courts.
Judges.
District attorneys.
Marshals.
United States commissioners.
Jurisdiction.

Constitutional Amendments.

Nos. 1 to 10. Personal rights guaranteed.
No. 11. Limitation on jurisdiction of United States court.
“ 12. Mode of electing the president and vice-president.
“ 13 to 15. Outcome of the Civil War.

EXERCISES.

1. What original jurisdiction does the supreme court exercise ?
2. What appellate jurisdiction ?
3. What constitutes a decision of the supreme court ?
4. How are the judges in the federal courts appointed ?
5. How may they be removed from office ?
6. What are the duties of United States commissioners ?
7. Can the United States be compelled to pay anything it owes ?
8. What is the duty of the court of claims ?

9. What are consular courts?
10. How many amendments to the Constitution have been proposed in Congress?

LESSON FIFTEEN.

The President's Cabinet.

Secretary of State.
Secretary of the Treasury.
Secretary of War.
Attorney General.
Postmaster General.
Secretary of the Navy.
Secretary of the Interior.
Secretary of Agriculture.

Department of State.

Chief officer.
Range of his duties.
Representatives in foreign lands.
Treaties.
Business representatives.
Passports.

Department of the Treasury.

Importance.
Thorough organization.
Internal revenue.
Custom houses.
Revenue cutters.
The mints.
Assay officers.
National banking.
Bonds.
The public debt.
Coast survey.
Lighthouse system.
Life-saving service.
Secret service.

CIVICS.

EXERCISES.

1. What is the difference between the president's cabinet and the English cabinet.
2. Is it proper to call the secretary of state a "prime minister" or premier?
3. Name ten prominent American statesmen who served as secretary of state.
4. What are the duties of consuls?
5. What eminent men have held the office of secretary of the treasury?
6. Who are disqualified from holding this position?
7. What are the duties of the comptroller of the treasury?
8. What is the object of the life-saving service?
9. What are the duties of the commissioner of internal revenue?
10. Where are the United States mints located?

LESSON SIXTEEN.

Post Office Department.

Organization.

Vigor and success.

Rates of postage.

Registered letters.

Dead letters.

Money orders.

War Department.

Organization.

The United States army.

The military academy.

Armories.

Arsenals.

Articles of war.

Military hospitals.

Asylums.

The Navy Department.

Organization.

The United States navy.

Navy yards.
The naval academy.
The naval observatory.
Coast survey.
Lighthouses.
Letters of marque and reprisal.
Navy and marine hospitals.

EXERCISES.

1. When was the chief clerk of the post office department admitted to a seat in the president's cabinet?
2. What postmasters are appointed by the postmaster general?
3. What is the "postal union"?
4. What are "dead letters"?
5. What are the duties of the secretary of war?
6. What is meant by "articles of war"?
7. In what important respect does a trial by court martial differ from a civil trial?
8. Give the grades of officers in the navy and their corresponding rank with military officers.
9. What is the present strength of the army?
10. How does our navy compare with those of other powers?
11. How are cadets selected for West Point?

LESSON SEVENTEEN.

Department of the Interior.

Organization.
Patents.
Copyrights.
Pensions.
Indian affairs.
Census bureau.
Public lands.
Bureau of education.
The superintendent of public documents.

Indian affairs.

Indian policy.
Reservations.
Annuities.
Agents.
Indian territory.

Public lands.

Commission of the general land office.
Surveyors general.
Surveying public lands.
Sale of the public lands.
District land offices.
School lands.
Homesteads.

Department of Agriculture.

Organization.
Objects.
Duties.
Weather bureau.

Miscellaneous.

Department of labor.
Bureau of immigration.
Civil service commission.
Interstate commerce commission.
Fish commission.
Government printing office.
Library of Congress.
Bureau of American republics.

EXERCISES.

1. What are the duties of the commissioner of education?
2. What is the object of the weather bureau?
3. What was the necessity of a Civil Service commission?
4. What is meant by "civil service reform"?
5. What condition of affairs led to the appointment of interstate commerce commissioners?
6. What are their duties?

7. What are public lands? How do settlers acquire title to them?
8. What is the Smithsonian Institution at Washington?
9. Why was a "department of labor" established?
10. How does the government of the Indian Territory differ from that of other territories?

LESSON EIGHTEEN.

1. Distinguish between citizens and electors.
2. Why should naturalized citizens not be called into the president's cabinet?
3. Do naturalized persons become citizens of the states in which they reside by the act of naturalization? Explain.
4. Does the naturalization of an alien naturalize his wife and minor children?
5. Are the children of an alien who are born in this country, if they continue to live here, considered natives? Under what circumstances could they become citizens of the country of which their father was a citizen?
6. Are the children of American citizens born in foreign lands considered American citizens? Could such children become citizens of the foreign country?
7. How may a citizen of the United States become a citizen of a foreign country?
8. What is the chief duty of a citizen of the United States?
9. What is the origin of political parties?
10. State two fundamental theories of government which have divided political parties since Washington's administration.
11. What is the relation between *civics* and *civil government*?
12. Name the different governments under which you live.
13. Is the law governing the presidential succession a provision of the Constitution, or of Congressional enactment?
14. What are the duties of a government?
15. What are the arguments for and against a single executive?
16. Distinguish between the "nation" and the "state."
17. The nation is older than the written constitution. What principles of government are based on this fact?

CIVICS.

18. Explain why "communism" is dangerous to the nation.
19. What is the purpose of the Australian ballot system?
20. What are the "state sovereignty" and "national" theories of our Constitution?
21. What powers are above the legislature?
22. Describe the American origin of a written constitution.
23. In what respect have the American state constitutions altered since the first part of the last century? Illustrate.
24. Commit to memory the preamble to the Constitution of the United States.
25. Discuss the *initiative* and *referendum*, with reference to their possible use in the United States.

UNITED STATES HISTORY.

A critical study of our country's history from a
pedagogical and philosophical standpoint.

Text-books recommended for study or reference :

Channing's Students' History of the United States,	\$1.40
Ridpath's Academic United States History,	1.20
Ellis' History of the United States,	1.00
Montgomery's Leading Facts in American History,	1.00
McMaster's History of the United States,	1.00
Mowry's History of the United States,	1.04

HISTORY.

LESSON ONE.

Teaching history.

Ends to be kept in view.
Charts.
Maps.
Drawings.
Diagrams.
Outlines.
Use of text-books.
Written digests.
Collateral reading.
Private reading.
Conference with students.
Notebooks.
Class drills.
Written recitations.
Oral recitations.
Individual investigation.

EXERCISES.

1. What do you consider the most important ends to be attained in teaching history?
2. What is meant by logical or parallel history teaching?
3. In teaching history, what use do you make of the "lecture" plan?
4. What kind of answers do you require from pupils?
5. How do you assign history lessons, by pages or topics? Give reason.
6. What assistance should the teacher give students after the new lesson has been assigned?
7. What use do you make of the text-book?

8. Do you permit students to take it to the recitation? Explain.
9. What use do you make of the history recitation in teaching patriotism?
10. Why should the study of history have two places in the school program?
11. In what respects should the methods of teaching history in the grammar grades differ from those employed in teaching the subject the last year in the high school?
12. Does the serious study of American history follow or precede that of other countries? Explain.

LESSON TWO.

The Divisions of History.

Geography.

Climate.

Rainfall.

Topography.

Soils.

Water power.

Mineral resources.

Biography.

Statesmen.

Leaders in politics.

Captains in industry.

Masters in literature.

Scientists.

Educators.

Reformers.

Philosophers.

Inventors.

Military heroes.

Chronology.

Constitutional government.

Social life.

Industrial affairs.

Inventions.

HISTORY.

Educational progress.

Literature.

Politics.

Military details.

Philosophy.

Causes and results.

Lessons of history.

EXERCISES.

1. What are the geographical conditions of a high civilization?
2. What parts of the American continent possess these conditions?
3. Why is not the civilization of each of these parts equally high?
4. Explain how the history of your state has been affected by its geographical conditions.
5. Show how the history of the United States has been affected by climate and soil.
6. What effect does diversity of occupation have upon the civilization of a state?
7. Has war played a prominent part in the *real* history of the United States?
8. What kind of men and women have given the United States its prominent place among the nations of the world?
9. In teaching history, what importance should be attached to the study of wars?
10. Should history be studied chiefly for the information it conveys?
11. What use do you make of biography in teaching history?
12. What is meant by the philosophy of history? Illustrate.

LESSON THREE.

The Discovery of America.

Connecting links.

Early explorations of the Phœnicians.

Voyages of the Northmen.

Scholastic philosophy.

The Crusades.

Dawn of modern literature ; the poets of Sicily, the troubadours of Provence, the minnesingers of Germany.

Introduction of the mariner's compass into Europe.

Use of gunpowder by Europeans.

Gutenberg's invention of the art of printing by movable types.

The revival of learning.

The spirit of exploration.

The necessity of finding a nearer route to Asia.

The teachings of Toscanelli and of Behaim.

The scholarship, enthusiasm, and perseverance of Columbus.

Motives of Explorers.

To discover a short route to the East.

Wealth.

Fame.

Territorial aggrandizement.

Colonization.

Missionary spirit.

Adventure.

Conflicting land claims.

Spanish : Mexico ; nearly all the territory of the United States, under the name of Florida ; the Pacific coast, under the name of New Mexico.

French : part of the Atlantic coast, Acadia, Canada, and the Mississippi valley.

Dutch : the Atlantic coast from the Connecticut river to the Delaware, known as New Netherlands.

English : nearly the entire Atlantic coast.

EXERCISES.

1. What proofs of the rotundity of the earth did the ancients discover ?
2. What were the theories of Toscanelli ?
3. Why should Columbus be considered a great man ?
4. Show how important inventions affected the undertaking of Columbus.
5. What was the effect of Verrazano's voyage on the claim of Spain to the Atlantic coast region ?
6. What world changes did the discoveries of Columbus cause ?

HISTORY.

7. Draw an outline map representing the wanderings of Cabeza de Vaca ; of Friar Marcos ; of Coronado ; of De Soto.
8. What importance had each of these events in establishing the Spanish claim to North America ?
9. What event was the beginning of England's colonial empire ?
10. Why has the English race supplanted the French and Spanish in America ?
11. Why did it supplant the Dutch ?
12. How do the motives which actuated the Spanish, French, and English explorers compare ?
13. What reason do you ascribe for the locality of the French explorations and settlements ?
14. Show how the conflicting land claims had great influence on the early history of the United States.

LESSON FOUR.

The Evolution of the Colonies.

Socially.

The stern Puritans.

The jolly Patroons.

The aristocratic Cavaliers.

Education in New England.

The serious home life of the New Englanders.

A war of sects.

Plantation life in the South.

The quiet home life in the Middle States.

Indian troubles.

Church life.

Domestic help.

Home comforts and discomforts.

Amusements.

Modes of travel : on foot, on horseback, in lumbering coaches.

Gorgeous coaches used by the gentlemen planters of Virginia.

Primitive postal accommodations.

Education : Encouraged in the northern and middle colonies, but beset with difficulties in the South. Common schools and colleges in the northern and middle colonies.

Harvard College founded, 1638. Motto, "For Christ and the Church."

William and Mary College founded, 1693, at Williamsburg, Va. At first interested in humane but impracticable schemes for the education of the Indians. Also to prepare young men to become ministers of the Episcopal church in Virginia. Four times destroyed by fire.

Yale College founded, 1700, near New Haven, Conn., by ministers.

The College of New Jersey founded at Princeton, 1746.

Columbia College (formerly King's College) founded in New York city, 1755.

The University of Pennsylvania founded by Benjamin Franklin at Philadelphia, 1755.

Brown University (formerly Rhode Island College) founded at Providence, 1764.

Rutgers College (formerly Queen's College) founded at New Brunswick, N. J., by the Dutch Reformed people, 1770.

Dartmouth College founded at Hanover, N. H., 1769, to provide a Christian education for the Indians.

Literature.

Libraries few in number but great in power : the Philadelphia Library founded by Franklin, 1731 ; the Redwood Library, Newport, R. I., 1731, founded by a club of literary gentlemen ; the New York City Library, chartered in 1754.

First printing press at Cambridge, 1639.

The first newspaper, "The Boston News Letter," 1704.

Pamphlets on political topics.

EXERCISES.

1. Why should the home life of the Puritans differ from that of the Cavaliers ?
2. Explain how the social customs of the Patroons were affected by environment.

HISTORY.

3. Why was popular education encouraged more in the northern and middle colonies than in the South?
4. What reasons can you assign for the failure of Indian education at William and Mary College?
5. In what respects did it differ from present approved methods in Indian education?
6. What surroundings contributed to the quiet home life in the middle colonies?
7. How did the cargo of women brought to Virginia in 1619 affect the subsequent history of the colony?
8. What book of present popularity has a great bearing on the early life in Virginia?
9. What bearing had the Indian troubles on the home life of the colonists?
10. Describe the home comforts and discomforts of the colonists.

LESSON FIVE.

The Evolution of the Colonies.

Politically.

Treaty of St. Germain.
Fall of Raleigh.
The Virginia Company.
The Popham Colony.
The London Company.
Dale's administration in Virginia.
Overthrow of the Virginia Company, 1624.
The Council for New England.
The New England charters.
Republican government in the colonies.
Troubles of the Dutch with the Puritans and the Swedes.
The Puritans and the Quakers.
Trouble with Roger Williams.
The Dutch Restoration in New York.
Execution of Leisler.
The Navigation Acts.

The commission of 1664.
 Clayborne's rebellion.
 Civil war in Maryland.
 Boundaries of Pennsylvania.
 Controversies with the Penns.
 Arbitrary rule of the proprietors.
 Grievances of the Virginians, 1660-1676.
 Bacon's rebellion.
 Overthrow of the Massachusetts charter.
 Andros in New England.
 Carolina rebellion, 1717.
 The division of the Carolinas.
 The "Five intolerable acts."
 Oppression of royal governors.
 Colonial congresses.
 Committees of correspondence.

EXERCISES.

1. What bearing had the treaty of St. Germain on the civilization of New England?
2. Compare the policy of Massachusetts as to the Quakers with that of the United States as to immigrants at the present time.
3. Was Leisler a rebel? Give your reasons.
4. Why was not the early government of New York substantial?
5. What was the "walking purchase" of Penn?
6. Mention the prominent quarrels of the different proprietors with their colonists.
7. What was the general effect of the Glorious Revolution upon the colonists?
8. What were the "five intolerable acts"?
9. Give the causes and results of Clayborne's rebellion.
10. What led to the division of the Carolinas?

LESSON SIX.

The Evolution of the Colonies.

Industrially.

The gold fever.

The profitable fisheries.

Fur trade with the Indians.

The lumbering interests.

Farming under difficulties.

Home manufacture of linen and woolen goods.

Limited manufactures of glass, hats, paper, household furniture, farming implements and cutlery, silks in Connecticut, cotton and woolen cloth in Rhode Island, and shoes at Lynn, Mass.

Sawmill in operation by the Puritans 14 years after their landing.

Ship building.

The whalers of Nantucket.

The fishing vessels of Marblehead.

Slow progress in agriculture with the sickle, the scythe and the flail, expensive seeds, imperfect implements, diminutive sheep and cattle, razorback swine, and the ignorance of the importance of rotation of crops and the value of fertilizers.

Productions : corn, oats, rye, peas, hay, barley, squashes, pumpkins, wheat, potatoes, apples, pears, plums, quinces, cherries.

Profitable tobacco culture at the South.

The cultivation of cotton, 1740.

The erection of iron furnaces, 1740.

Rice, indigo, tar, and turpentine in the Carolinas.

Chief exports : furs, fish, sweet potatoes, tobacco, and lumber.

Money : at first, corn, beaver skins, bullets, tobacco. A mint set up in Massachusetts in 1652 coined small silver pieces. Paper money first issued in 1690. In trade with the Indians, Yankee-made wampum was much used.

Help : apprenticed hands, slaves.

EXERCISES.

1. What three great cities have grown up in the middle zone of the United States? Give some reason why each has grown so rapidly.

2. Why have so many people come to America to live and so few left it to live elsewhere?
3. Compare the gold fever of the colonists with the gold fever as it exists to-day.
4. What were the difficulties of farming in early colonial days?
5. What was the magnitude of the fur trade with the Indians?
6. What fact proves that the colonists thoroughly understood the crops suited to the conditions of climate?
7. Describe the ship building interests at the outbreak of the Revolution.
8. What difficulties did the colonists labor under in developing manufactures?
9. How did the paper money in use by the colonists differ from that in use to-day?
10. Describe the colonies in 1760, as to slaves and servants.

LESSON SEVEN.

The Struggle for Liberty.

Real causes.

Origin of the colonies indicated ultimate independence.
Isolation from the parent country.
People were suspicious of arbitrary power.
Colonial anti-monarchical institutions.
Absence of class legislation.
Capacity for self-government.
Self-reliance of the colonists.

Immediate occasions.

England's colonial policy.
Writs of Assistance.
Stamp Act.
The Quartering Act.
The Townshend Acts.
The Five Intolerable Acts of Parliament.

The "almighty dollar" in American history.

The gold fever of the colonists.
Commercial discriminations against the colonies.

HISTORY.

Trade regulations in favor of England.
Crushing colonial manufactures.
Oppressive taxation.
Hamilton's tariff for revenue.
Payment of Revolutionary debts.
First bank of the United States.
The Embargo.
The Hartford Convention.
Tariffs for protection to home industries.
Tariffs for revenue.
The United States Bank.
Surplus revenue.
"Pet banks."
Sub-treasury system.
Financial panics.
Silver legislation.

EXERCISES.

1. How did the origin of the colonies indicate ultimate independence?
2. Describe the effects upon the colonies of their isolation from the parent country.
3. What made the colonists suspicious of arbitrary power?
4. What reasons can you assign for the anti-monarchical institutions among the colonies?
5. In what way did the "Seven years' war" contribute to bring about the American Revolution?
6. Why did the life of the colonists develop capacity for self-government?
7. In what respects was England's colonial policy selfish?
8. What commercial and industrial considerations justified the American opposition to this policy?
9. Describe Hamilton's financial policies. Have they been improved or enlarged? Explain.
10. What was the real opposition to the Embargo?
11. Were the delegates to the "Hartford Convention" patriots? Explain.
12. Trace the "almighty dollar" in tariff legislation.

LESSON EIGHT.

Constitutional Government.

The Virginia Company, 1606. Affairs managed by a superior council in England and an inferior council in the colony ; members of both councils appointed and dismissed at the pleasure of the King ; all law-making authority finally vested in the monarch.

The Virginia charters of 1609 and 1612. Company received nearly complete governing powers ; first representative legislative body in America, 1619.

The Mayflower Compact, 1620.

The overthrow of the Virginia Company, 1624.

The government at Plymouth at first a pure democracy. Plymouth established a representative system, 1638. Massachusetts Bay Colony self-governing.

Connecticut Orders of 1638-39.

The first New England code of laws, 1641.

The united colonies of New England, 1643.

Rhode Island's legal declaration of freedom of conscience.

Maryland's liberal charter.

The struggle for self-government in New York.

The growth of liberty under proprietary government.

Massachusetts Declaration of Rights, 1661.

Overthrow of Andros.

The Albany Congress, 1754.

The first Colonial Congress.

Declaration of Rights.

The Continental Congress.

The Mecklenburg Declaration of Independence.

The Declaration of Independence.

The Articles of Confederation.

The Constitution of the United States.

State constitutions.

EXERCISES.

1. What were the liberal provisions of the Virginia charters of 1609 and 1612 as compared with that of 1606?

HISTORY.

2. Mention the examples of communism in colonial history.
3. Give the result of each experiment.
4. Make a brief digest of English history from 1600 to 1775.
5. What were the "Connecticut Orders" of 1638-39?
6. Mention the instances of government by pure democracy in colonial history.
7. Describe the struggle between the aristocratic and the democratic elements in the colonies.
8. Describe the struggle for self-government in New York.
9. Describe the growth of constitutional government under proprietors.
10. Which colony, in your opinion, approached most nearly an ideal constitutional government? Give reasons.

LESSON NINE.

The Indian Problem.

Spanish cruelties.

Massacres in Virginia.

The colonists' treatment of the Indians.

First display of justice towards them.

King Philip's war.

Indian troubles in New York.

Pequod war.

New Jersey's freedom from Indian troubles.

Penn's treaty with the Indians.

Friendship with the Indians in Georgia.

Their part in the colonial wars and during the Revolution.

Massacres.

Indian wars during the administrations.

Government control over the Indians.

The Indian Territory.

The French and Indian War.

Conflicting claims of territory.

The old enmity of England and France.

Campaigns in detail.

The military strategy.

Results of the war.

Significance of the war.

The Revolution.

Causes.

Comparative strength of the combatants as to material and moral resources.

Naval and military discipline of the contending armies.

Financial difficulties of the Americans.

The need of a strong central government.

Physical conditions of the theater of war.

The disadvantages under which the British labored.

The advantages possessed by the Americans.

The military policy of the Americans.

The military policy of the British.

The "grand strategy of the war."

The defective strategy of the British.

Foreign assistance.

The campaigns in detail.

Results.

EXERCISES.

1. Recite the wrongs of the Indians at the hands of the Spaniards.
2. How did the early treatment of the Indians affect colonial life?
3. What famous treaties of friendship were made with the Indians?
4. What were the labors of the Rev. John Eliot? Name other famous missionaries.
5. What was the real significance of the French and Indian War?
6. Compare the services of Washington and of Franklin to the cause of independence.
7. Represent upon an outline map the military campaigns resulting in the surrender of Cornwallis.
8. What was the importance of the Conway Cabal? The execution of André?
9. Sketch Washington's campaign in New Jersey.
10. Give the strategy of the campaign that resulted in the surrender of Burgoyne.

11. In what respects was the strategy of the British defective?
12. Who, in your opinion, was the greatest American general in the Revolutionary war? Give your reasons.

LESSON TEN.

The War of 1812.

Causes.
Great Britain's impressment policy.
The Embargo.
Lack of preparation for war.
Comparative strength of the combatants.
Invasion of Canada.
Failure of the British invasion.
The burning of Washington.
British defeated at New Orleans.
Naval conflicts.
The "grand strategy of the war."
The privateers.
Negotiations for peace.
Treaty of Ghent.
The Hartford Convention.
Cost of the war.
Results of the war.
Altered industrial conditions.

The Mexican War.

Annexation of Texas.
Dispute as to boundaries.
Commencement of hostilities.
The plan of the war.
Brilliant campaigns.
Opposition to the war.
Treaty of Guadalupe Hidalgo.
Acquisition of territory.
Political effect.

EXERCISES.

1. What were the effects of the War of 1812 upon national feeling?
2. Upon political parties?
3. Upon the industrial history of the United States?
4. Why is it sometimes called the "second war of independence"?
5. Compare Madison as a war president with Madison as a statesman.
6. Explain the strategy of the War of 1812.
7. Explain the opposition to the Mexican war.
8. Sketch the campaigns of General Scott.
9. Trace the effect of the Mexican war upon political parties in the United States.
10. Was the Mexican war justifiable on the part of the United States? Give arguments pro and con.

LESSON ELEVEN.

Political Parties.

The court party among the colonists.
The popular rights party among the colonists.
The Whigs during the Revolution.
The Tories during the Revolution.
The Nationalists after the Revolution.
The party in favor of a loose government.

Political Parties with Candidates for President.

The Federal party.
The Anti-Federal or Republican party.
The Abolitionists.
The Free-Soilers.
The American party.
The Republican party.
The Constitutional Union party.
The Liberal Republicans.
The Greenback party.

HISTORY.

The Prohibition party.
The Greenback Labor party.
The People's party.
National Democratic party.
Socialist Labor party.
The Free Silver party.

Minor Political Parties.

Nullification.
Anti-Masonic.
Locofoco.
Hunkers.
Barnburners.

EXERCISES.

1. Compare the results of the Revolution as they were with what they probably would have been had the British been victorious.
2. What political parties were represented in the Constitutional Convention?
3. What great principles have divided the two great political parties since Washington's administration?
4. Compare the political parties of 1817 with those in existence to-day.
5. What is meant by "Jeffersonian Democracy"?
6. Trace the influence of Alexander Hamilton upon American politics, showing how political parties have adopted his theories.
7. What was the cause of the fall of the Federalists?
8. Trace the Monroe Doctrine in American politics.
9. Explain how the anti-slavery movement caused a new alignment of parties.
10. What changes in political parties have been caused by the movement for the "free coinage of silver"?
11. Trace the "labor movement" in politics.
12. Discuss the "anti-expansion" movement in its probable bearing upon politics.

LESSON TWELVE.

The Irrepressible Conflict.

Introduction of slavery.
Slave importation.
Slave laws.
Slavery in the northern colonies.
Slavery in the southern colonies.
Compromises in the Constitution.
Invention of the cotton gin.
Prohibition of slave trade.
The American Colonization Society.
The Missouri Compromise.
Anti-slavery societies.
Insurrection of slaves in Virginia.
The annexation of Texas.
The Wilmot Proviso.
The Free-soil party.
The "omnibus bill."
The "fugitive slave law."
Agitation by abolitionists.
The "underground railroad."
Uncle Tom's Cabin.
Kansas-Nebraska bill.
Bleeding Kansas.
The Republican party.
Dred Scott decision.
Personal liberty bills.
John Brown's raid.
Secession.
The Emancipation Proclamation.
Reconstruction.
The war amendments to the Constitution.

EXERCISES.

1. Describe slavery as it existed in colonial days.
2. Trace the effect of the invention of the cotton gin upon American history.

HISTORY.

3. What were the aims of the American Colonization Society?
4. How did slavery in America differ from slavery in ancient times?
5. Why was the publication of "Uncle Tom's Cabin" an important event?
6. What was the real significance of John Brown's raid?
7. Describe the operation of the "underground railroad."
8. What was the legal justification for Lincoln's proclamation of emancipation?
9. Why was slavery incompatible with density of population?
10. Why did Lincoln believe that the Union could not endure "half free and half slave"?
11. Why was the conflict "irrepressible"?

LESSON THIRTEEN.

EXERCISES.

1. Give the causes and results of Shays' Rebellion.
2. What was the treaty with Napoleon? The "midnight judiciary"?
3. Why were the Federalists opposed to the Louisiana purchase?
4. How was the capital of the United States located at Washington?
5. Give the substance of the Virginia and Kentucky Resolutions.
6. Describe the naval war with France.
7. What was the effect of the Berlin and the Milan Decrees?
8. Why was the tariff of 1828 called "the tariff of abomination"?
9. What changes were made in the civil service under Jackson?
10. Give the leading events of each administration from Washington to Van Buren.
11. Compare the resolutions adopted by the Hartford Convention with the Kentucky and Virginia Resolutions, as to disloyal sentiments.
12. Explain the opposition to the Panama Congress.

LESSON FOURTEEN.

EXERCISES.

1. Give the history of the northeastern boundary dispute.
2. Summarize the arguments of Hayne and of Webster.

3. What were the important features of the "log cabin campaign" ?
4. What was the effect of the passage of the Sub-treasury Bill ?
5. What was the substance of the Webster-Ashburton treaty ?
6. Give the causes of Dorr's Rebellion.
7. What system of land ownership caused the anti-rent riots in New York ?
8. What acts of Taylor's administration had a bearing on the Civil War ?
9. How did Perry's treaty with Japan affect the results of the recent war with China and Japan ?
10. Give the leading events of each administration from Van Buren to Lincoln.
11. To what cause do you ascribe the prosperity of the country during the years 1846-1857 ?
12. Describe the financial situation at the close of Buchanan's administration.

LESSON FIFTEEN.

The Civil War.

The arbitrament of the sword.
 Fall of Fort Sumter.
 Lincoln's proclamation.
 Uprising of the North and the South.
 The "border states."
 Resources of the opposing sections.
 Policies of both governments.
 Strength of the opposing armies.
 Northern finances.
 The financial problem at the South.
 The blockade and its effect.
 Topography of the theater of war.
 The defense of Washington.
 "On to Richmond."
 The opening battle.
 Fort Henry and Fort Donelson.
 The Trent affair.
 The opening of the Mississippi.
 The Monitor and the Merrimack.

HISTORY.

The "peninsular campaign."
Pope's campaign.
Antietam and Fredericksburg.
Campaign in eastern Tennessee.
The Emancipation Proclamation.
Chancellorsville.
The Vicksburg campaign.
Gettysburg.
Northern opposition to the war.
Chickamauga and Chattanooga.
The Atlanta campaign.
Sherman and Thomas.
Grant and Lee.
Sheridan's "valley campaign."
The Confederate cruisers.
Lincoln's re-election.
Appomattox.
Assassination of Lincoln.
Cost of the war.
Sanitary fairs.
The Christian Commission.

EXERCISES.

1. What part did the blockade play in the defeat of the South?
2. What was the Southern plan of the war?
3. How did the action of the border states change this plan?
4. What was the Northern plan?
5. Which was the more decisive battle, Gettysburg or the action between the Monitor and the Merrimack? Give your reasons.
6. What effect had the opening of the Mississippi upon the fortunes of the Confederacy?
7. Sketch a map illustrating Sherman's march to the sea.
8. Who was, in your opinion, the greatest military genius on either side? Give reasons.
9. Enumerate the important naval actions.
10. Trace in detail Lincoln's policy as to slavery.

11. Compare Grant as a soldier with Grant as a statesman.
12. Give the strategy that proved successful in conquering the South.

LESSON SIXTEEN.

EXERCISES.

1. Why was President Johnson's amnesty proclamation a wise measure?
2. How did Johnson's reconstruction policy differ from that of Congress?
3. Explain "Credit Mobilier"; Joint Electoral Commission.
4. Give the substance of the Bland Silver Bill.
5. Why did President Hayes use the veto power so freely?
6. Give a brief account of the Mormons and the legislation enacted against them.
7. Trace the history of the Chinese question.
8. What were the principles of the "Farmers' Alliance"?
9. Give the leading events of each administration from Lincoln to Roosevelt.
10. Explain how the assassination of President McKinley differed from that of President Garfield.
11. Which is the most important administration since Lincoln's? Give reasons.
12. Draw a map of the United States, territories, and colonial possessions.

LESSON SEVENTEEN.

Territorial Expansion.

The boundaries of the United States at the close of the Revolution.
The Louisiana purchase.
The Florida purchase.
The annexation of Texas.
The Mexican acquisitions.
Oregon.
Alaska.
Annexation of the Hawaiian Islands.

HISTORY.

Porto Rico.
The Philippines.
Guam.
Wake Island.
Tutuila.
Samoan Islands.

The Cuban question.

Cuban relations.
Jefferson and Monroe on annexation.
The Ostend Manifesto.

The Spanish War.

Causes.
Destruction of the Maine.
Spain ordered to withdraw.
The American nation united.
Manila and the Philippines.
Santiago, Havana, and Porto Rico.
Destruction of Cervera's fleet.
The treaty of peace.

EXERCISES.

1. What were the opinions of Jefferson and Madison on "expansion"?
2. Give an account of the attempt that was made during Grant's administration to annex foreign territory to the United States.
3. What was the Ostend Manifesto?
4. What were the real causes of the late war with Spain?
5. What were its far-reaching effects?
6. Which do you consider the greater victory, Dewey's at Manila or the destruction of Cervera's fleet? Give reasons.
7. Who, in your opinion, should have the credit for the destruction of Cervera's fleet? Give reasons.
8. What were the difficulties encountered by the United States army in Cuba?
9. Describe the annexation of Hawaii.
10. What, in your opinion, is the "manifest destiny" of the United States?

LESSON EIGHTEEN.

The Industrial Growth of the States.

The development of the factory system.
Displacement of hand labor.
Increased consumption of cotton.
Discovery of ore west of the Alleghanies.
Revolution in the iron industry.
Mechanical and agricultural labor.
Iron and steel industry.
Other industries.
Petroleum.
Natural gas.
Women and children in industrial pursuits.
Wages.

Historic strikes.

Railroad strikes of 1877.
Telegraphers' strike of 1883.
Strikes on the Gould system of railroads in 1885-86.
Homestead strike of 1892.
The Chicago strike of 1894.
Coal miners' strike of 1894.
Coal miners' strike of 1900.
The steel strike of 1901.

Arbitration.

Geneva arbitration (Alaskan claims).
Northwest boundary dispute, 1872.
Fishery question, 1877.
Behring Sea difficulty, 1893.
Venezuelan boundary.

EXERCISES.

1. Name the great American writers in the different fields of literature.
2. Name the great American inventors and name their inventions.
3. Name five leading American educators and give the contribution of each to the cause of education.

HISTORY.

4. Name ten famous American pulpit orators.
5. Name ten distinguished American authors.
6. Name ten great American scientists and give the contribution of each to science.
7. Why was the Geneva arbitration of exceptional importance?
8. What was the result of the Peace Conference at The Hague?
9. Why have strikes been frequent since 1876?
10. Draw a map showing the leading industries of the different sections of the United States.
11. How did the discovery of natural gas affect our industrial growth?
12. Describe the great steel strike of 1901.

SCIENCE AND ART OF TEACHING.

Considered Psychologically.

HISTORY OF PEDAGOGY.

Text-books recommended for study or reference :

Compayre's Psychology applied to Education,	\$0.90
White's School Management,	1.00
Sully's Teacher's Handbook of Psychology,	2.00
Compayre's History of Pedagogy,	1.75
Haven's Mental Philosophy,	1.45

SCIENCE AND ART OF TEACHING.

LESSON ONE.

Definitions of Education.

EXERCISES.

1. "Education — properly not so much the communication of knowledge as the discipline of the intellect, the establishment of the principles, and the regulation of the heart." — International Dictionary.
"The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable." — Plato.
"Education is the harmonious and equable evolution of the human powers." — Stein.
"I call a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both public and private, of peace and war." — Milton.
Which definition do you prefer? Reasons.
2. Should knowledge or mental power be the leading aim of teaching? Explain.
3. What, in your judgment, is the most practical education? Reasons.
4. Distinguish between *instruction* and *teaching*.
5. What is meant by the "harmonious and equable evolution of the human powers"?
6. Do the above definitions include moral and physical powers as well as mental? Explain.
7. What is the root meaning of *education*? Why has the attempt to limit *education* to its root meaning not been successful?
8. Are all teachers educators? Are all educators teachers? Explain.

LESSON TWO.

Psychology and Education.

EXERCISES.

1. Give the root meanings of *psychology* and *pedagogy*.
2. Distinguish between psychology and pedagogy.
3. Give five important problems of education that are treated in pedagogy.
4. Of what value to the teacher is the study of psychology?
5. What relation does psychology bear to pedagogy?
6. What is meant by the *science* of teaching?
7. What is a science? An art? A trade? A profession? Under which of these does teaching fall? Reasons.
8. How is psychology learned?
9. On what does the development of all the powers of man, physical and psychical, depend? What are the psychical powers of man?
10. Are *mind* and *soul* identical? Do they exist apart from the body?

LESSON THREE.

Mind. Sensation. Perception. Memory.

EXERCISES.

1. The special sensations include those of touch, sight, hearing, taste, smell, and certain muscular sensations. How can a teacher apply this in his profession?
2. The following are the conditions of *perception*: (a) A sensation. (b) Objects or agencies to excite the sensorium and produce sensations. (c) A mind immediately conscious of the sensation and ready to attribute it to the right cause. What practical application can you make of this in teaching?
3. Of what do the powers of memory consist?
4. Memories are spoken of as index, mechanical, and logical. Explain.
5. The laws of association are similarity, contrast, and contiguity. Illustrate each law.

6. What subjective conditions affect memory ?
7. Interest trains memory.
Attention trains memory.
Repetition trains memory.
Understanding trains memory.
Use trains memory.
Important associations train memory.
Equality of ideas weakens the memory.
Which of the above precepts do you consider the most important for the teacher? Explain.
8. Which do you consider the most important for the pupil? Explain.

LESSON FOUR.

Attention. Concepts.

EXERCISES.

1. Compare perception and conception, percept and concept.
2. The process of forming a general concept includes comparison and discrimination, analysis, abstraction, synthesis, and generalization.
Show this by analysis of the process of forming the general concept *stone*.
3. Define attention. Illustrate the two kinds.
4. "Attention is the stuff memory is made of." "Reiteration is the first law of memory." How are the two related?
5. Compayre would have memorized : "In grammar, the principal rules ; in arithmetic, the definitions ; in geometry, the theorems ; in the sciences in general, the formulas ; in history, a few summaries, etc." What others would you add?
6. "Because people are attentive when strong interest is aroused, there is a common idea that attention is natural. But the boy's mind is much like a frolicking puppy, always in motion, restless, but never in the same position two minutes together, *when really* awake."
"Attention is a lesson to be learned, and quite as much a matter of training as any other lesson." — Edward Thwing.
What is the keynote?

7. In securing attention, how may the *will* aid?
8. Teaching depends upon attention.
Interest is the key to attention.
Feeling, willing, and seeing depend upon attention.
Attention secures order.
Intensity of attention yields permanency of impressions.
To secure attention, the teacher must be enthusiastic.
Which of the above is the most helpful to the teacher? Explain.
9. Psychologically, is a definition anything more than "a statement or enumeration of the contents of a general concept"?
10. Which do children discern more readily, similarities or differences?

LESSON FIVE.

Judgment. Reasoning. Motives.

EXERCISES.

1. Distinguish between "the judgment" and "a judgment."
2. What are the two ideas of every judgment?
3. Illustrate affirmative and negative judgments. What are intuitive judgments the basis of?
4. What are the three parts or propositions in a course of reasoning?
5. Distinguish between *inductive* and *deductive* reasoning.
6. Distinguish between real representation and ideal representation.
Between imagination and fancy.
7. Do children form judgments? Do they reason?
8. Why are the feelings sometimes called the motive powers?
8. Define egoistic and altruistic. What feelings belong to each class?
10. Distinguish between emotion and desire. Give examples.

LESSON SIX.

Affections and Desires. The Will. Moral Nature. Society.

EXERCISES.

1. How would you teach the value, power, and beauty of genuine friendship?

2. How would you teach patriotism? Is the case of Czolgosz a reflection upon our public schools?

3. Three definitions of will :—

Will is the mental activity of choosing and determining, or the executive power of the mind. Will is the power of self-direction. Will is the faculty or activity in whose exercise mind chooses between alternative actions conceived as possible, and strives accordingly to modify its own state merely, or to superinduce muscular movement. Which definition do you prefer? Reasons.

4. In the process of willing there are several steps : Knowing, feeling, willing. How can you test this?

5. How do interest, desire, attention, and will work together when the child is mastering the contents of a book?

6. The moral nature includes the following :—

Powers or activities.

Intuition — defining power.

Perception — comprehending power.

Judgment — discriminating power.

Conscience — executive power.

Feelings.

Satisfaction and dissatisfaction.

Approbation and disapprobation.

Obligation and duty.

Affections and desires.

Beauty and sublimity.

Which power do you consider the most important? Reasons.

7. What is a moral being?

8. How do you teach morals in your school?

LESSON SEVEN.

Principles of Teaching. Ends and Means of Education. Adaptation. Natural Order.

EXERCISES.

1. Teaching must be adapted to the varying capability of pupils of different grades. Why?

- 2 The natural order in which the powers of the mind should be exercised, and the corresponding kinds of knowledge taught, is : first, the presentative ; second, the representative ; third, the thought power. Make a practical application.
3. The mind proceeds from the simple to the complex, from the known to the unknown, from the particular to the general.
What knowledge precedes thought-knowledge ? Why does observation precede reasoning ?
4. In the intermediate grades, what attention should be paid to the presentative, the representative, and the thought powers ?
5. Why should sense and concrete knowledge receive most (but not exclusive) attention in the primary grades, and rational knowledge in the higher grades ?
6. What do you consider the leading aim of teaching ? Explain.
7. Give illustrations of objective, subjective, and direct instruction.
8. What school exercise tests the knowledge of pupils ? The skill of pupils ?

LESSON EIGHT.

Methods of Teaching : Analytic and Synthetic, Inductive and Deductive. Oral Instruction. Drills. Tests. Study. Lectures.

EXERCISES.

1. Distinguish between analytic and synthetic methods of teaching.
2. Illustrate the two methods in teaching reading.
3. Can history be taught synthetically ? Explain.
4. When is a method inductive ? When is it deductive ?
5. Distinguish between objective oral teaching and indirect oral teaching.
6. What is the special end of the *drill* as a teaching process ? Explain how *drill* may be abused.
7. It is claimed that " school instruction and study are never much wider or better than the tests by which they are measured." Explain. What are the usual tests ?
8. As we pass up in the school grades, the amount of oral teaching decreases and the amount of book study increases. Explain.

9. What errors are to be avoided in the union of oral teaching and book study?
10. Discuss the lecture plan in teaching.

LESSON NINE.

The Lesson Methods of Study. Assignment of Lessons.

EXERCISES.

1. What is a lesson?
2. Should a child memorize language, the meaning of which he does not fully understand? Explain your answer.
3. What is the value of the so-called "model lessons"?
4. What is the distinction between objective teaching and illustrative teaching?
5. Illustrate two common errors in assigning lessons.
6. Give five objects of study.
7. What powers of the mind may study be made to discipline?
8. Explain the following directions in assigning lessons : —
Definite information as to how much.
Points of difficulty and interest noted.
Definite directions how to be recited.

LESSON TEN.

The Recitation : Aims, Methods — Their Merits and Defects. Written Examinations.

EXERCISES.

1. Objects of the recitation : —
To ascertain how well the lesson has been prepared and how well it is understood.
To assist the pupil to understand difficult points.
To impart collateral information, scientific, moral.

To make practical application to language culture, good manners, and habits.

Explain how the recitation may be used to teach good manners and habits.

2. Methods of conducting recitations : —

Questions and answers.

Topical, diagrams and outlines, analysis and written description.

Didactic, conversations, essays, lectures.

Miscellaneous, objective teaching, experiments, use of apparatus.

Outline your methods for conducting recitations with the primary grades. With the intermediate classes.

3. Why should the class be so arranged that the teacher may see the eyes of each pupil?
4. Questions.
 - Let them be pertinent, clear, concise, and in plain language.
 - Let them contain none of the answer directly.
 - Do not read them from books or manuscripts.
 - Do not use leading questions, or those suggesting answers.
 - Do not prompt by word, gesture, sign, look, or tone of voice.
 - Give the objections to the use of leading questions.
5. What is meant by the "primary tone," as often heard in the pulpit, at the bar, and in the forum?
6. Discuss the concert method of conducting recitations.
7. Discuss the use and abuse of written examinations.
8. What other bases of promotion can you suggest?

LESSON ELEVEN.

The Teacher's Preparation. Text-Books.

EXERCISES.

1. What daily preparation should the teacher make?
2. What special preparation should he make?
3. What use should the teacher make of the text-book?
4. What use should the pupil make of it?
5. Should the teacher use a text-book in giving instruction or in conducting a recitation? Explain.
6. What three items does the proper assignment of a lesson involve?

7. What, in your opinion, are the essentials of a good text-book?
8. Should the teacher's preparation be confined to methods and subject matter? Explain.
9. How can teachers avoid a formal routine in teaching?
10. Describe your ideal teacher.

LESSON TWELVE.

Child Study.

EXERCISES.

1. What does the word *child* mean in child study?
2. What is the problem of child study? State it succinctly.
3. What writers have greatly stimulated the scientific study of children?
4. Explain the difficulties involved in child study.
5. At what age are the nine intellectual powers active in the average child?
6. At what age is memory active? When does imagination begin? Conception?
7. When are the perceptive powers most active? Does this infer that the perceptive power lessens?
8. At what age do the representative and thought powers become the leading powers in the child?
9. What is the *word* learning period of child life? When does judgment become the leading thought power?
10. How early do children reason? Explain why, in childhood, the development of all the psychical powers depends much on the growth of the body?

LESSON THIRTEEN.

Dangers to be avoided.

- Prejudice against certain pupils.
- Allowing pupils to direct their own studies.
- Attempting to teach too much.
- Attending to outside matters in school hours.

ADVANCED NORMAL COURSE.

Comparing one child with another.
Wounding the sensibilities of pupils.
Riding hobbies in teaching.
Neglecting physical training.
Being variable in discipline.
Talking too much.
Following text-books slavishly.
Losing temper.
Failing to arouse interest of patrons.
Confining education to school.
Regarding knowledge as more important than the child.
Neglecting definite moral training.

EXERCISES.

1. Which do you consider the most serious of the above dangers? Give reasons.
2. How can teachers arouse the interest of patrons?
3. Explain how some teachers confine education to school.
4. Send us a program for physical training suitable for an ungraded school.
5. Submit an outline of definite moral instruction adapted to ungraded schools.

LESSON FOURTEEN.

Graces to be Cultivated.

“O'er wayward youth wouldst thou hold full rule
And sun thee in the light of happy faces,
Love, Hope, and Patience — these must be thy graces,
In thine own heart they must first keep school.” — Coleridge.

EXERCISES.

1. What is your interpretation of the above?
2. It is claimed that the teacher's influence with a child is in direct proportion to her love for that child. Discuss.

3. Explain why the teacher should cultivate hope.
4. Does patience ever cease to be a virtue?
5. Name other graces to be cultivated by teachers.

LESSON FIFTEEN.

The Teacher's Authority and Rights.

To arrange the time-table or program.

To assign seats to pupils.

To control the movement of pupils within the room.

To decide the mode of recitation.

To determine methods of instruction.

To govern the school.

To inflict corporal punishment, provided it be reasonable and for sufficient cause.

To punish a pupil for offenses committed on his way to school and from school if such offenses tend to injure the school, or bring the teacher or his authority into disrespect.

To detain pupils after school hours for discipline.

To suspend pupils.

The above are the important prerogatives of the teacher. They are to be interpreted as qualified below : —

Prerogatives of the board : The adoption of courses of study ; the selection of text-books ; the expulsion of pupils ; the making of general rules and regulations.

Prerogatives of the superintendent. These are defined by law or by the board which employs him. They usually include general methods of instruction and government and the execution of the general rules of the board.

The state makes certain studies compulsory, but the board must prescribe what additional branches are to be taught. The teacher has no legal right to introduce a study or a text-book on his own motion.

According to recent decisions, parents can select subjects from those prescribed by the board in the course of study. Boards can make regularity of attendance a condition of membership and can sus-

pend pupils for violating the rule of attendance. Teachers are not justified in barring the door against a tardy pupil. In case of absence, the teacher may require a written excuse from the parent. Pupils over twenty-one years of age have no exemption from the rules of the school.

EXERCISES.

1. Are you opposed to corporal punishment? Discuss.
2. For what offenses may a teacher suspend a pupil?
3. What notices must a teacher give when pupils are suspended?
4. Under what circumstances can "janitor's work" be exacted of the teacher?
5. What should be specified in the teacher's contract?

LESSON SIXTEEN.

History of Education.

Ancient education.

The education of each of the following ancient nations as to home life, elementary education, higher education, and purpose of education.

Also criticisms, class distinctions, progressiveness, the position of individuals, the condition of women.

China. Confucius.

India. Buddha. Political caste. Pantheism.

Persia. Zoroaster.

Egypt. The caste system.

The Jews. The Rabbis. The Talmud. The schools of the Rabbis.

Education among the Greeks.

Athenian and Spartan education.

The schools of Athens: grammar, gymnastics, music, rhetoric, and philosophy.

Socrates and the Socratic method.

Plato and the Republic.

Religion and art in education.

The beautiful and the good.

The education of warriors and magistrates.

The education of woman.

Aristotle. Pythagoras. Lycurgus.

Education at Rome.

Education of the primitive Romans.

Physical and military education.

The institutes of oratory.

General plan of education : reading and writing, grammar and rhetoric.

Schools for philosophy.

The education of women.

The function of poetry in education.

The teaching of morals.

Varro. Cicero. Quintilian. Seneca. Plutarch. Marcus Aurelius.

EXERCISES.

1. Criticise the education of woman in China and in India.
2. Describe the educational system of Egypt.
3. What were the schools of the Rabbis?
4. Who were the Stoics? The Epicureans?
5. Contrast education at Athens with that at Sparta.
6. Describe the educational system of Rome.

LESSON SEVENTEEN.

Medieval Education.

Early Christian : Catechumen schools. Chrysostom. Basil the Great. Catechetical schools. Clement of Alexandria. Origen. Tertullian. St. Augustine.

Monastic education : Monasteries. The Benedictines. Alcuin. Boniface. Thomas Aquinas. Duns Scotus. Abelard. The Trivium. The Quadrivium.

Scholasticism : Benefits of scholasticism.

Work of Charlemagne.

Work of Alfred the Great in education.

Feudal education : The education of a knight. The education of women.

Educational results of the Crusades.

Rise of the universities.

Mohammedan education.

EXERCISES.

1. What were the catechumen schools?
2. What studies comprised the trivium? The quadrivium?
3. Mention the benefits of scholasticism.
4. Give the educational results of the Crusades.
5. Describe the rise of the universities.
6. What are the essential features of Mohammedan education?

LESSON EIGHTEEN.

Modern Education.

The Renaissance, and the theories of education in the sixteenth century. Erasmus. Rabelais. Montaigne.

The Reformers: Luther, Melancthon, Sturm.

The Jesuits. Loyola. Educational work.

Seventeenth century education: Bacon, his writings and teachings; Ratke, his pedagogical teachings; Comenius, his educational principles; Milton, his scheme of education; Locke, Fénelon, La Salle, the chief features of their works; the Pietists and their work.

Modern educators: Rousseau, Pestalozzi, Froebel, Herbart, Horace Mann, Herbert Spencer.

Women as Educators.

The theory and practice of education in the nineteenth century.

EXERCISES.

1. Who were the *humanists*?
2. Mention three prominent sixteenth century educators.
3. What was the scheme of Comenius for a school system?
4. Give an account of the work of Pestalozzi.
5. Send an essay on the Theory and Practice of Education in the Nineteenth Century.

COMPOSITION AND RHETORIC.

Practical drills in composition.

Critical study of style.

Text-books recommended for study or reference :

Genung's Outlines of Rhetoric,	\$1.00
Mead's Elementary Composition and Rhetoric,90
Waddy's Outlines of Composition and Rhetoric,	1.00
Hill's Elements of Composition and Rhetoric,	1.00

COMPOSITION AND RHETORIC.

LESSON ONE.

Composition and Rhetoric.

Sentences.

Grammatical classification.

Simple.

Complex.

Compound.

Rhetorical classification.

Long.

Short.

Periodic.

Loose.

Balanced.

EXERCISES.

1. Define and illustrate the periodic sentence.
2. Distinguish between loose and balanced sentences. Give examples of each.
3. What is the effect of using too many loose sentences?
4. How do too many periodic sentences affect the style?
5. For what kind of writing are balanced sentences well suited?
6. For what kind of writing are they not suitable?
7. Why should periodic sentences not be very long?
8. In a conditional clause, what effect is caused by placing the "if-clause" first, and not last?
9. Write a sentence in which a participle is placed before the word which it qualifies and note the result.
10. "Either you must take this extremely perilous course, in which success is uncertain, and failure disgraceful, as well as ruinous, or else the liberty of your country is endangered." Omit either and note the effect. Classify the sentence.

11. What do short sentences impart to style?
To what style of composition are long sentences adapted?
12. What is the effect of too many short sentences? Of too many long sentences?

LESSON TWO.

Construction of sentences.

Clearness.

Emphasis.

Unity.

Strength.

Harmony.

Expansion of sentences.

Contraction of sentences.

EXERCISES.

1. In constructing sentences, where should modifiers be placed? Pronouns?
2. What is meant by "squinting construction"? Illustrate.
3. Distinguish between the principal subject and the grammatical subject.
4. What should be the position of the principal subject and the principal predicate?
5. Illustrate how unity of thought may be destroyed by a loose arrangement of relative clauses.
6. His was a mission requiring nerve and caution *and which* never was referred to lightly. Correct and give reasons for correction.
7. Why should the use of parentheses be avoided?
8. In constructing sentences, how is strength of expression secured?
9. Define and illustrate tautology, redundancy, and circumlocution.
10. What is meant by the *harmony* of a sentence? Give an example of faulty cadence.
11. Illustrate expansion of sentences. Contraction.
12. What is the value of such exercises?

LESSON THREE.

Diction.

Means of acquiring a vocabulary.

Note new words.
Use a dictionary.
Study etymology.
Seek good society.
Read the best books.

The essentials of good diction

Purity.
Propriety.
Precision.

EXERCISES.

1. Define *diction*.
2. Style receives its character, in a great degree, from the words employed. Explain.
3. What is the meaning of purity?
4. What are the tests for pure words?
5. Give examples of obsolete words. Newly coined words. Provincialisms. Vulgarisms. Colloquialisms.
6. What is meant by the naturalization of words? Illustrate.
7. In forming new words, what rules should be observed?
8. What are *hybrids*? Examples.
9. What is the *law of verbal formation*?
10. What are the rules for *propriety*?
11. What is the meaning of *precision*?
12. What are negative words? Privative words? Equivocal words? Examples.

LESSON FOUR.

Figures of Speech.

Metaphor.	Metonymy.
Simile.	Personification.
Synecdoche.	Apostrophe.

EXERCISES.

1. What is a figure of speech?
2. Distinguish between a simile and a metaphor.
3. What are faded metaphors? Give five examples.
4. Define mixed metaphors.
5. Which is more forcible, the metaphor or the simile?
6. What distinction do some authors make between *tropes* and *figures of speech*?
7. In what respects are *synecdoche* and *metonymy* alike?
8. How do they differ?
9. What are strained metaphors?
10. How does *personification* differ from *metaphor*?
11. Why is *apostrophe* generally unsuited to such compositions as a beginner naturally writes?
12. What is the effect when figures are employed too freely?

LESSON FIVE.

Figures of Speech (concluded).

Allegory.	Exclamation.
Vision.	Interrogation.
Antithesis.	Climax.
Epigram.	Anti-climax.
Irony.	Litotes.
Hyperbole.	

EXERCISES.

1. What is an *allegory*? Example.
2. How does the *parable* differ from the *fable*?
3. What is the principal difference between *apostrophe* and *personification*?
4. In what respect is *vision* closely akin to *apostrophe*?
5. In what kinds of writing is *apostrophe* chiefly found?
6. Distinguish between *antithesis* and *epigram*.
7. In what does the force of *epigram* lie?
8. What are the disadvantages in the use of *irony*?

9. Under what circumstances should *hyperbole* be used?
10. What is *exclamation*? What is its value? How is it abused?
11. Give an example of interrogation.
12. What is *climax*? What is the derivation of the word?

LESSON SIX.

Mastery of Materials.

Importance of Arrangement.

Parts of a composition.

The introduction.

The discussion.

The conclusion.

Two methods of arrangement.

The analytic method.

The synthetic method.

EXERCISES.

1. Name four sources from which materials for composition may be derived.
2. Why is the arrangement of materials important?
3. Is an introduction necessary? What is its use?
4. What qualities should it have?
5. What directions can you give for preparing the discussion?
6. Why is the conclusion the place for an appeal to the feelings?
7. When may a recapitulation be especially useful in the conclusion?
8. What is meant by the *analytic* method of arrangement?
9. What are its advantages?
10. How does the *synthetic* method differ from the *analytic* method? What are its advantages?

LESSON SEVEN.

Choice of Words.

Accurate use.

Present use.

Intelligible use.

Scholarly use.

EXERCISES.

1. What exercises lead to the accurate use of words?
2. How do newly-coined words secure a recognized place in a language?
3. How should technical terms be used?
4. Under what circumstances would you use naturalized foreign words?
5. What is meant by the scholarly use of words?
6. What do Saxon derivatives stand for and what is their value? Illustrate.
7. What is the value of derivatives from the Latin and Greek? Illustrate.
8. What is meant by "fine writing"?
9. Read a page of some standard author and classify words that are unfamiliar to you. Are they foreign or native? Are they nouns, or verbs, or adjectives?
10. Distinguish between the following synonyms: Distant, remote; expel, banish; raise, heighten; employ, occupy; unending, boundless; endure, bear; declare, utter; ready, prompt; rare, unusual.

LESSON EIGHT.

Exercises in Phraseology.

1. Define phraseology.
2. Illustrate the change of phraseology by using synonyms.
3. By denying the contrary of a proposition.
4. By circumlocution.
5. By euphemism.
6. By recasting the sentence.
7. Give ten variations of the following theme: *The die is cast.*
8. Abridge the following expressions into phrases or words:—
 When profits are small.
 A trust that must not be betrayed
 After he died.
 A book that is meritorious.

9. Make similes and metaphors by selecting the proper elements from the following phrases : Lightning's flash, thunder's roll, sea of fire, stormy petrel, broken column, golden links.
10. It was once a common mode of expression to use both a Saxon and a Latin word, so as to give perfect clearness to the thought, as in the Liturgy. Does this style deserve to be cultivated? Explain.

LESSON NINE.

Exercises in Paraphrasing and Paragraphing.

1. What directions can you give for paraphrasing?
2. Send a paraphrase of a short familiar poem.
3. What are the advantages of exercises in paraphrasing?
4. Distinguish between an *abstract* and *amplification*.
5. What are the advantages of each?
6. What is the ideal structure of the paragraph?
7. What is meant by climax in the paragraph? Give an illustration.
8. In a magazine article or a book, find two paragraphs that fail to conform to the ideal structure. Criticise them.
9. How do you account for the variation in length of the paragraphs of standard authors?
10. Select a well-constructed paragraph and classify its sentences according to the way in which they begin and end.

LESSON TEN.

Critical Study of Style.

Special properties of style.

Wit.	Beauty.
Humor.	Sublimity.
Pathos.	

Classification of wit.

Satire.	Mock heroic.
Sarcasm.	Parody or travesty.
Burlesque.	Pun.

Beauty in writing.

Beauty of expression.
 Beauty of thought.
 Imagery.
 Alliteration.
 Smoothness.
 Rhythm.

Sublimity in writing.

Vastness of dimension.
 Power in nature.
 Awfulness.
 Moral greatness.
 Simplicity and conciseness of expression.

Different styles of writing.

Strong.	Elegant.	Bombastic.
Dry.	Concise.	Metaphorical.
Simple.	Diffuse.	Antithetical.
Affected.	Idiomatic.	Climacteric.
Florid.	Epigrammatic.	Satirical.
		Humorous.

Styles of great authors, as : Miltonic, Addisonian.

EXERCISES.

1. What is *style*?
2. What is meant by *adaptation* in style?
3. What is the advantage in studying several great authors for style?
4. What is your ideal style?
5. What are the essentials of *wit*?
6. How does *humor* differ from wit?
7. What is the foundation of *pathos*? Has it any connection with humor?
8. Distinguish between the sublime and the beautiful in style.
9. What is *rhythm* in prose?
10. What is an epigrammatic style of writing?

LESSON ELEVEN.

EXERCISES.

1. Write an advertisement expressed clearly and concisely.
2. Write a telegram limited to ten words.
3. Write euphemisms for the following : —
The man is crazy. He is drunk.
4. Illustrate the change of sentences from the literal form to the metaphorical.
5. Write a sentence in metaphorical language and change to the literal style.
6. Write a short editorial on some current topic of interest.
7. Write two crisp paragraphs for the editorial page of a newspaper.
8. Write a short communication for publication in a newspaper.

LESSON TWELVE.

EXERCISES.

1. Submit an outline for writing a biographical sketch.
2. Submit to us for criticism an essay on The Decline of Spain.

Outline :

a. Introduction.

b. Causes

1.

2.

c. Principal events.

1.

2

3.

4.

d. Results.

ADVANCED NORMAL COURSE.

LESSON THIRTEEN.

EXERCISES.

1. Submit a biographical sketch of some prominent American statesman using the outline that you furnished in Lesson 12. This sketch is to be submitted for general criticism.
2. What is the value of such exercises?

LESSON FOURTEEN.

EXERCISES.

1. Submit outlines for essays on :—
The Power of Gold.
The Rise of American Literature.
The Industrial Growth of the Southern States since the Civil War.
Patriotism in Art and Literature.
2. Send us an outline of either Tennyson's "Locksley Hall" or "In Memoriam."

LESSON FIFTEEN.

EXERCISES.

1. Send a reproduction of Pope's "Essay on Criticism" or "Essay on Man."
2. Send to us an essay on the following subject, using the given outline :
The Correspondence School.
Introduction.
 - a. The Chautauqua.
 - b. The establishment of the Correspondence School.Discussions.
 - a. The difference between the Chautauqua and the Correspondence School.

- b.* The wonderful growth of these schools.
- c.* Prejudices that have been overcome.
- d.* Plan of work.
- e.* Benefits.

Conclusion.

The future of Correspondence Schools.

LESSON SIXTEEN.

EXERCISES.

1. Send to us an original essay that will represent your best effort. You can select your own subject. The outline, as well as the essay proper, should be original.
2. Using as a model the book reviews as they appear in magazines, submit a review of some popular novel with which you are familiar.

LESSON SEVENTEEN.

Prosody and versification.

Meter.

Rhyme.

Stanza.

EXERCISES.

1. Define *prosody*. What is its derivation?
2. What is versification?
3. Upon what does *meter* in English almost wholly depend?
4. How does English meter differ from the classical meters?
5. What is *scanning*? Illustrate.
6. Name and illustrate the different kinds of poetic feet.
7. Name and illustrate the different kinds of verse.
8. Define alliterative rhyme. Assonantal rhyme. Consonantal rhyme. Examples.
9. Explain why war and car, breathe and tease, are not perfect rhymes.
10. What is the composition of the Spenserian Stanza? The Sonnet Stanza?

LESSON EIGHTEEN.

Poetry.

The different kinds of poetry.

Lytic.

Didactic.

Pastoral.

Dramatic.

Epic.

Elegiac.

Satirical.

EXERCISES.

1. What is your favorite definition of poetry?
2. What are the distinguishing features of *lyric* poetry? What are its chief varieties?
3. Give examples of *elegiac* poetry.
4. Give examples of *pastoral* poetry.
5. What is an *epic* poem?
6. Name the great epics and give their authors.
7. What are the main divisions of the drama?
8. Distinguish between a *comedy* and a *farce*.
9. What constitutes *melodrama*?
10. Is the poet "made" or is he "born"? Give us your views with reasons.

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